



**STATE OF IDAHO**

**STRATEGIC FIVE-YEAR STATE WORKFORCE INVESTMENT PLAN**

**for**

**TITLE I OF THE WORKFORCE INVESTMENT ACT OF 1998**

**and**

**THE WAGNER -PEYSER ACT**

**for the period of**

**July 1, 2007 – June 30, 2009**

**PLAN MODIFICATION 2**

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#### Attachments

1	WDC Vision, Mission and Goals
2	Idaho Workforce Development System Organization Chart
3	Executive Order
4	WIA Code of Conduct
5	WIA Core, Intensive and Training Services
6	Idaho's One Stop System
7	Map of Regions
8	Guidelines for Recertification of IdahoWorks Boards under the Workforce Investment Act of 1998
9	WIAB 08-04 PY05 Planning Guidance
10	Local Planning Guidance
11	WIA Performance Measures
12	Memorandum of Understanding with Idaho Department of Administration
13	Complaint Procedures
14	WIA Core Services
15	WIA Core Services Methodologies
16	State 15% Set-Aside Plan

*Describe, in one page or less, the process for developing the State Plan.*

1. *Include (a) a discussion of the involvement of the Governor and the State Board in the development of the plan, and (b) a description of the manner in which the State Board collaborated with economic development, education, the business community and other interested parties in the development of the State Plan. (§112(b)(1).)*

The plan reflects policy statements and priorities set by Governor C.L. “Butch” Otter who became Governor on January 1, 2007. The plan also relies extensively on past policy and strategic planning recommendations from the Governor’s Workforce Development Council and input obtained during the last two years from a wide range of stakeholders and interested citizens. Most recently, a series of regional forums were held to identify the key education, economic development and workforce development issues in the state. The Workforce Development Council, the Economic Advisory Council, the Science and Technology Advisory Council, the Idaho Travel Council and the Idaho Rural Partnership jointly hosted the Idaho Economic Symposium 2006 e<sup>3</sup>—Economy, Employment and Education: Understanding the Critical Connection. This statewide symposium was joined by the Idaho Association of Chambers of Commerce and the Idaho Association of Superintendents who joined council members and the public in regional breakout sessions to identify issues and opportunities. The primary focus of the economic symposium was improvement to the state’s education and training infrastructure.

The symposium was followed by six regional forums co-hosted by the Workforce Development Council and the Economic Advisory Council. During these forums, an even wider group of stakeholders identified their most critical issues and recommended policy and strategy solutions. These recommendations were incorporated in the council’s original strategic goals and those developed during an intensive workforce policy academy effort.

The Workforce Development Council, through its executive committee, made recommendations on the plan to Governor Otter. At its meeting June 6, 2007, the full Council recommended approval of the plan to Governor Otter.

2. *Include a description of the process the State used to make the Plan available to the public and the outcome of the State's review of the resulting public comments. ((§§111(g) and 112(b)(9).))*

A public comment process was established to gather comments and recommendations. The draft modification was posted on the state's Web site and announced via press releases issued to media outlets throughout the state. Only one comment was received from the Idaho Association for the Education of Young Children. These were considered by the Council who determined that their requests could be accommodated under the umbrella of existing goals and strategies.

I. *State Vision*

*Describe the Governor's vision for a statewide workforce investment system. Provide a **summary** articulating the Governor's vision for utilizing the resources of the public workforce system in support of the State's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available. (§112(a) and (b)(4)(A-C).)*

Governor C.L. "Butch" Otter took office on January 1, 2007. His goal for his administration underlies the vision for the workforce investment system.

"My goal as your Governor is to empower Idaho to be all that America was meant to be and to empower Idahoans to be the architects of their own destiny. I hope you will join me in that endeavor."

A. *What are the State's economic development goals for attracting, retaining and growing business and industry within the State? (§112(a) and (b)(4)(A-C).)*

Idaho's Governor understands the key to maintaining its competitive edge is through the development of talent strategies which will support regional economic competitiveness. Idaho is well positioned to respond to a variety of economic conditions because of its focus on talent development strategies that range from upgrading the skills of the existing workforce to meeting the talent demands of new industry within regional economies and building an entrepreneurial culture that fosters job creation and regional economic competitiveness.

The Governor's strategic goals for attracting, growing and retaining businesses within Idaho are defined below.

1. Engage a broad spectrum of strategic partners in economic development, business and education to gather and analyze a wide array of current and real-time workforce and economic data in order to create knowledge about regional economies and guide investments that support economic competitiveness in the global marketplace.
2. Identify the workforce skills sets needed in high growth, high demand industries and adapt Idaho's education and workforce development system to prepare Idaho's citizens for lifelong learning to keep pace with changing business opportunities.
3. Maximize state-level resources to connect talent, infrastructure and investment, eliminate redundant functions and focus efforts on recruiting and retaining high growth businesses while creating high wage jobs in economically critical industries.
4. Align economic and workforce development activities within regions, leading to the adoption of common and innovative policies across the workforce, education, and economic development systems and structures that support talent development and technological innovation in regional economies.
5. Align investments with a regional economic vision for talent development in high growth industries.
6. Create an environment that sustains vibrant entrepreneurial innovation for Idaho's technology-based economy.

- B. *Given that a skilled workforce is a key to the economic success of every business, what is the Governor's vision for maximizing and leveraging the broad array of Federal and State resources available for workforce investment flowing through the State's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the State's business and industry? (§112(a) and (b)(4)(A-C).)*

Idaho's workforce development system is defined broadly to include the wide array of education, workforce development and economic development programs and services. Governor Otter's vision is that his workforce and education system will be accessible, highly integrated, accountable to the citizens and businesses in the state and constantly striving to exceed customer expectations. The Governor's vision for developing a talent pool that drives business success relies on improved performance in the K-12 system, improved transitions to postsecondary education and enhanced access to information and services through the state's 24 One Stop Centers. The Governor will continue to seek streamlining of services among state agency and education partners to maximize use of resources in building a talent pool that generates continuing growth and prosperity.

- C. *Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce? (§112(a) and (b)(4)(A-C).)*

Idaho's robust economy requires that all potential workers possess the education and skills that contribute to business competitiveness while engaged in work that brings personal and financial rewards. Governor Otter recognizes that workforce preparation begins in early childhood, is honed by an education system that focuses on achievement of sound academic and workplace skills, and continues throughout a person's lifetime. The Governor's Workforce Development Council adopted a vision for Idaho's workforce and its workforce and education system that anticipates an informed citizenry supported by a fully integrated workforce system and businesses engaged in defining and contributing to workforce solutions:

Idaho's highly skilled, innovative workforce will provide businesses with the competitive edge needed to thrive in the global marketplace. Partnerships among business, labor, education and government will drive development of a workforce and education system that is agile, integrated, efficient and responsive to the needs of business, students and workers in the highly competitive economy of the 21st Century. The quality of life in Idaho will continue to be unmatched as workers and businesses prosper with increasing levels of prosperity fueled by learning and practices contributing to productivity.

The Governor recognizes that growing and sustaining a quality workforce is a complex issue that requires a multi-faceted approach for a dynamic and rapidly changing workplace. A solid academic foundation and an environment that supports learning from birth are critical to future success. A key goal of this administration is to ensure that students who leave high school are ready for further study and learning—that they embrace the concept that success embodies learning for a lifetime. The goals and objectives of the Workforce Development Council and the attendant action plan reflect this comprehensive approach (See Attachments 1 and 1a).

- D. *What is the Governor's vision for bringing together the key players in workforce development including business and industry, economic development, education, and the public workforce system to continuously identify the workforce challenges facing the*

*State and to develop innovative strategies and solutions that effectively leverage resources to address those challenges? (§112(b)(10).)*

### **Bring Business Representation to the State Council**

The Governor's Workforce Development Council brings Idaho's key business leaders to the table with the leaders of education, workforce and economic development, to increase awareness of challenges facing business and the workforce system and creates opportunities for innovation and development of successful strategies.

The Governor has tasked the Workforce Development Council with keeping the focus of government, community and business organizations on his economic development vision and developing collaborative efforts to ensure attainment of his economic goals.

### **Aligning Goals for Workforce Development and Economic Development**

Governor Otter is establishing an executive coordinating committee representing his key economic development and workforce development councils to ensure alignment of goals and strategies. The group is comprised of the chairs of the Governor's Workforce Development Council, the Science and Technology Advisory Council, the Economic Advisory Council, the Idaho Rural Partnership and the Idaho Travel Council. These leaders will meet with key leaders of the Governor's cabinet and leading education officials to ensure a focused approach in guiding the state's future.

### **Engaging the Public**

During the last two years, the Workforce Development Council and the Economic Advisory Council hosted the Idaho Economic Symposium 2006 e<sup>3</sup>—Economy, Employment and Education: Understanding the Critical Connection statewide followed by six regional economic forums to examine key workforce and economic needs in the state's economic regions. The findings from these forums were used extensively to develop strategies to guide the workforce and education system. Findings are being published as part of the state's workforce report. Plans are being made to continue similar opportunities to follow up on findings from the earlier forums and to ensure continuing public input into the system.

### **Engaging Key Business Sectors**

The Workforce Development Council adopted the use of voluntary industry skill panels as a mechanism to engage business in identifying workforce issues and designing workforce and education solutions. Early panels focused on health care issues, but the focus has shifted to manufacturing as businesses organize to address worker shortages. This approach promises employer buy-in and an opportunity to leverage funds from a number of public and private sources.

- E. What is the Governor's vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk? (§112(b)(18)(A).)*

To implement his vision for ensuring Idaho's youth are well prepared to enter adulthood as productive members of the workforce, the Governor has set in motion efforts to address their needs by following the lead established by the state's federal partners, first through the shared federal vision for youth—*Creating a Collaborative Approach to Prepare Youth for Success in a Global, Demand-Driven Economy*, followed by USDOL's New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act.

These efforts will help renew and create opportunities focused on youth talent development and education throughout the state, by bringing together regional youth representatives from all disciplines in the public, private-for-profit, private non-profit and voluntary sectors to identify strategies to better coordinate youth services. The groups participating in this effort will represent a broad spectrum of youth populations in need throughout the state. Those that have been or will be called to participate in the effort include, but are not limited to, those representing youth in foster care, youth offenders, homeless youth, out-of-school youth, migrant/seasonal farmworker youth and pregnant and parenting youth.

The result will be the development of a comprehensive youth service strategy which utilizes the resources available in the community to assure that all youth have the opportunity to learn the skills and workplace competencies to make them productive citizens and valued members of the workforce. The system will link with the services of the state's education, juvenile justice and health and welfare systems, with the assistance of faith-based and community-based organizations (FBCOs) to help identify those most in need throughout the state, maximize available resources and assure a comprehensive approach to meet the state's youth service needs.

## II. State Workforce Investment Priorities

*Identify the Governor's key workforce investment priorities for the State's public workforce system and how each will lead to actualizing the Governor's vision for workforce and economic development. (§§111(d)(2) and 112 (a).)*

To a large extent, the Governor's priorities for the workforce investment system align with those of the U.S. Department of Labor and reflect a long standing commitment to high quality customer service that responds to customers needs while maximizing the resources available. The key goals for the workforce system for the next two years are:

1. **Expand the Pool of Skilled Workers.** With unemployment remaining at record lows, a variety of strategies are planned to increase the size of the talent pool. The goals and objectives (Attachments 1 and 1a), contain multiple strategies for building the pipeline and creating opportunities to increase the skills of the existing workforce. All other priorities are in support of this primary goal.
2. **Assure a quality pre-K-16 plus system of education and training.** Idaho will focus on building better early learning opportunities, achieving standards in K-12, improving the transition between K-12 and postsecondary education and improving responsiveness and accountability in the postsecondary system. While Idaho enjoys a better than average high school graduation rate, too few students enter and complete postsecondary education. During the last legislative session, the high school reform rules adopted by the State Board of Education were approved. These increased standards for science and math attainment, created opportunities for students to attain postsecondary credits while still in high school and ensured access for all students to college entrance exams. The Superintendent of Public Instruction requested and received funding for remediation programs for those students failing to meet standards and to initiate a math academy to strengthen capacity in teaching math skills. Governor Otter is working with leaders in state government and industry to establish a science, technology, education and mathematics (STEM) center to focus on professional development of teachers in the subject areas. Governor Otter was also successful in his bid to obtain the initial investment in a scholarship trust fund to provide opportunities for Idaho's low income residents and to obtain funding to offer incentives to establish a community college system. The Council will also explore options for expanding business-education partnerships to support greater opportunities for work-based learning and attainment of skills recognized in the workplace.
3. **Eliminate Duplicative Administrative Systems and Maximize Opportunities for Training.** Governor Otter will build on former Governor Kempthorne's adoption of a single state planning region using the Workforce Development Council as the single workforce council in the state. This was successful in significantly reducing administrative costs and increasing training in WIA adult, dislocated worker and youth programs. The Governor will continue to look for opportunities to streamline the larger workforce system by examining duplicate offering and maximizing opportunities to serve system customers.
4. **Continue Transformation into a Demand-Driven System.** The 24 Labor offices across the state will serve as the state's One Stop Centers and will continue to provide access to the larger workforce and economic development system. The state will build upon efforts started in 2003 to identify opportunities to better serve businesses that culminated in the funding of four incumbent worker/customized training projects in the health care and construction industries. Currently, seed money has been offered to develop public-private partnerships to address worker

shortages in the manufacturing industry. The state will continue to set aside the Governor's 15% funds for industry specific training and is seeking waivers to utilize a portion of Rapid Response and local adult funds for incumbent worker training to better align training to high wage-high growth occupations experiencing skill shortages. Finally, the council will continue its strategy for incenting development of skill panels to arrive at solutions for addressing workforce needs.

5. **Enhance Integration of the One Stop System.** The state has developed new Memorandum of Understanding agreements (MOUs) with required partners to enhance integration of the One Stop System. The Governor is directing agencies to ensure accountability, efficiency and responsiveness to system customers. These can be found on the Department of Labor's Web site.
6. **Refocus Youth Investments.** The Workforce Development Council has refocused its youth investments on the neediest youth, especially those out-of-school youth who are represented in USDOL target groups. The workforce system will continue to work with the broader youth service system to leverage resources and ensure that those most in need of services are recipients of needed funds.
7. **Implement Reporting for Common Measures and Strengthen Accountability.** The Workforce Development Council has formed a staff level committee to develop accountability and reporting system for all workforce and related agencies. This will build upon efforts begun earlier to establish a system of common measures to test effectiveness across agencies.
8. **Improve Workforce Information.** Under the direction of the Council, two primary improvement activities are planned for workforce Information. The first, already undertaken, is the organization of workforce occupations and skills into career clusters for use in economic development, workforce development and education. The second is improved projections for supply-demand information by working with multiple state and business organizations in critical industries, those that exhibit higher than average wage and job growth potential. Each of these will improve program planning, guide curriculum development and assist individuals and businesses in their labor market decision-making. In addition, the regional labor economists have developed industry cluster forecasts for use in prioritizing economic development activities in regional economies. Regional teams of business and professionals in the areas of education, economic and workforce development are using this information to focus economic development activities and translate that information to align workforce and education services to support these industry clusters.
9. **Promote Flexible Workplaces.** The Workforce Development Council promotes flexible workplaces in an effort to grow the workforce and expand participation of workers who have been left out of the economic boom. Workplace sensitivity to the needs of families is key to the retention of experienced workers to meet the skill demands of Idaho's growing businesses.
10. **Ensure Lifelong Learning and Work Opportunities.** The U.S. Census Bureau's latest projections place Idaho's population growth at 52 percent through 2030 (the sixth fastest growing state) with the major contributor to that growth being older individuals. Idaho's aging population base is increasingly important in maintaining an adequate labor force. The Workforce Development Council will explore strategies (a) to help business retain and recruit productive, aging employees and (b) expand the technological skills of Idaho's aging workforce.

11. **Create a Workforce that Supports Business Growth and Expansion.** The state will build on opportunities to create an entrepreneurial workforce and an environment that supports business growth and expansion. Idaho will support entrepreneurial development, provide programs informing primary and secondary students about entrepreneurial careers and extend programs to students in higher education. A combination of tax credits and training incentives will be used to incent business formation and expansion. Idaho's Workforce Development Training Fund will be enhanced to encourage higher wage jobs. WIA funds will be used, where appropriate, for customized and incumbent worker training to support job creation and increased earnings for participants in high wage, high skill jobs.
12. **Expand Awareness.** Participants at Idaho's regional forums identified a critical need to create awareness of opportunities in the labor market and the systems available to support people in training for and attaining ever higher levels of skills. Goals call for marketing of the system and the range of resources businesses and individuals can use to attain their labor market goals. At the same time, public-private partnerships will be formed to increase awareness of industries and occupations currently in the labor market that can provide opportunities for Idaho citizens to enjoy the high quality of life Idaho has to offer.

### III. State Governance Structure

#### A. Organization of State agencies in relation to the Governor:

1. *Provide an organizational chart that delineates the relationship to the Governor of the agencies involved in the public workforce investment system, including education and economic development and the required and optional One-Stop partner programs managed by each agency.*

An organization chart is included as Attachment 2.

2. *In a narrative, describe how the agencies involved in the public workforce investment system **interrelate** on workforce and economic development issues and the respective lines of authority.*

The Workforce Development Council advises the Governor and the State Board of Education to ensure that a common vision guides organizations reporting to both. The Idaho Department of Labor and the Department of Health and Welfare report directly to the Governor and oversee the largest programs directly under the Governor's control.

The Idaho Department of Labor (IDOL) oversees WIA, Unemployment Insurance, Wagner-Peyser, the Trade Act, Labor Market Information and the Cost Reimbursable Grants such as Veterans, Work Opportunity Tax Credit and Labor Certification among others. IDOL collaborates with the Idaho Department of Commerce and the Division of Professional-Technical Education to operate Idaho's Workforce Development Training Fund designed to assist new and expanding businesses with workforce training. In addition, IDOL is responsible for Wage and Hour administration. In the capacity as the state's primary workforce investment agency, IDOL is also responsible for facilitating partnerships among the state's one stop partner organizations.

The Idaho Department of Commerce is responsible for economic development, tourism, community development and the Office of Science and Technology. They are a partner in marketing Idaho's Workforce Development Training Fund to new and expanding businesses.

The Department of Health and Welfare is charged with TANF, the Food Stamp Employment and Training Program, the Community Services Block Grant and Foster Care. They also oversee the programs that assist working families with support for child care subsidies, CHIP and other emergency and medical support services.

The Idaho Commission on Aging reports to the Governor, manages the state Title V, Senior Community Services Employment Program and facilitates coordination among national grantees with the state's one stop system. The Idaho Commission for the Blind and Visually Impaired (vocational rehabilitation), the Department of Correction and the Department of Juvenile Corrections also report to the Governor and oversee projects for populations they serve.

The State Board of Education is organized as a single board that oversees K-12 and all postsecondary education in Idaho. The presidents of the state's six colleges and universities and the executive director of the Office of the State Board report directly to the State Board of Education. The state has three universities, including two with a community and technical college mission, a four-year college with a technical college mission, two community colleges and a professional-technical institution.

This system is the primary provider of education and training services for Idaho's WIA and TAA systems.

The Superintendent of Public Instruction is an elected official who sits on the Board of Education and the Workforce Development Council. The Superintendent is responsible for K-12 education services delivered through the state's 114 school districts and Adult Basic Education Services with primary service points coordinated through the postsecondary campuses in each region of the state. A business liaison is housed in the Superintendent's office to coordinate with the workforce system partners and the Workforce Development Council.

The Division of Professional-Technical Education reports to the Office of the State Board and oversees technical education, including Carl Perkins, in the secondary and postsecondary institutions. The Workforce Training Network links all institutions and the Idaho Department of Labor to ensure sharing of information and capacity and a quick response to training needs identified in response to economic or workforce development events.

The Division of Vocational Rehabilitation also reports to the Office of the State Board and is a primary workforce partner participating in strategic and operational planning.

The state agencies collaborate on both policy and operational issues on a regular basis. The organizations enjoy collegial relationships and regularly work together on a variety of structured and ad hoc projects. Most organizations are familiar with the offerings of their sister agencies and have long standing collaborative relationships although some organizations are only recently benefiting from participation in workforce system efforts.

The workforce agencies have representatives on the Workforce Development Council staff team led by Governor Otter's Education Policy Adviser. This team identifies issues and makes recommendations to the Workforce Development Council.

These formal opportunities build on the more informal system that has evolved to support the day-to-day operations of Idaho's workforce system. Staff at state and local levels routinely work together for the benefit of selected customers, sharing information and services to assist businesses and individuals meet their workforce goals. Information sharing agreements exist to exchange information on performance and mutual clients. In selected local areas, service delivery or one stop teams meet routinely to coordinate services and offer assistance.

*B. State Workforce Investment Board (§112(b)(1).)*

*1. Describe the organization and structure of the State Board. (§111).)*

Governor Otter retained the "grandfathered" Workforce Development Council for purposes of the Workforce Investment Act. The Workforce Development Council was established August 8, 1996 by Executive Order in accordance with Title VII of the Job Training Partnership Act. The Council replaced and consolidated four workforce councils and has continued to provide leadership for all workforce programs reporting to the Governor and the State Board of Education. Governor Kempthorne issued a new Executive Order on November 30, 2004 continuing membership and clarifying the role of the Council. A copy of the Executive Order is attached as Attachment 3.

2. *Identify the organizations or entities represented on the State Board. If you are using an alternative entity which does not contain all the members required under section 111(b)(1), describe how each of the entities required under this section will be involved in planning and implementing the State's workforce investment system as envisioned in WIA. How is the alternative entity achieving the State's WIA goals? (§§111(a-c), 111(e), and 112(b)(1).)*

Each of the required Board entities identified under WIA was invited and/or actively participated in the planning and implementation processes that were developed to achieve the goals envisioned for the Idaho workforce system. The Council represents a broad constituency of business, education, government and labor. Membership includes lead state agency officials responsible for One Stop partner programs.

The Executive Order requires that the Council's membership shall be as follows:

- Representatives of business and industry shall comprise at least 40 percent of the members;
- At least 15 percent of the members shall be representatives of local public education, postsecondary institutions and secondary or postsecondary vocational educational institutions;
- At least 15 percent of the members shall be representatives of organized labor based on nominations from state labor federations;
- Representatives for the Department of Labor, the Department of Health and Welfare, the Department of Commerce, the Division of Vocational Rehabilitation, the Division of Professional-Technical Education, the Commission on Aging and the Superintendent of Public Instruction;
- A representative of a Community Based Organization; and
- Individuals from the general public who have special knowledge and qualifications with respect to special education and career development needs of hard-to-serve individuals.

Further, the Order requires that the chair and vice chair be from the private sector.

Members of the Council include:

- Representatives from large and small business and business organizations
- Representatives from Labor
- Director, Department of Health and Welfare – (TAFI, Food Stamps, CSBG)
- Director, Department of Commerce and Labor – (WIA, Wagner-Peyser, UI, TAA, Veterans, WOTC, Labor Market Information, Commerce, Tourism, Community Development, Disability Determinations)
- Executive Director, State Board of Education – (Professional-Technical Education, Vocational Rehabilitation)
- Administrator, Commission on Aging
- Superintendent of Public Instruction – (K-12, ABE)
- Representatives of Secondary and Postsecondary Education
- Representatives from Community Based Organizations

The Council's membership brings together a highly integrated mix of business and industry representatives, education, labor, governmental entities and community based organizations to set the vision and make plans for Idaho's workforce development system. Specifically the Council is responsible for advising the Governor and the State Board of Education on:

- Development of a statewide strategy for a workforce development program which includes all workforce programs;
- Development, in collaboration with local and state stakeholders, of a system for planning and oversight of the statewide workforce development system;
- Streamlining of services to customers to achieve an efficient and effective, customer-driven workforce system for the state;
- Development of goals, standards and measures to evaluate the effectiveness and efficiency of workforce development programs; and
- Implementation of a continuous improvement process designed to ensure high quality services for Idaho's citizens and business customers.

In developing the state's plan, opportunities for input and consultation were made available throughout the process for the Governor, local elected officials, legislators and other participating entities and interested parties.

Since its inception, the Council has invited participation of state and local interests, including members of the legislature, Idaho cities and counties and business organizations to participate in formulation of plans and strategies to guide Idaho's workforce system. The Council was a participant in the National Governors' Association 21<sup>st</sup> Century Policy Workforce Policy Academy for several years and the final report was published on behalf of then-Governor Kempthorne on September 20, 2004 and can be found on the Department of Labor's Web site. This offered the opportunity for a wide range of stakeholders to participate in formulating an action plan for bringing the workforce and the workforce system into the 21<sup>st</sup> Century. The full Council adopted the report of the Council to guide activities over the next two years. In carrying out this plan, the reach into communities across the state will be vastly expanded.

The Council has in place the members, linkages and procedures to provide the leadership and oversight necessary to achieve the goals established for Idaho's workforce development system. The Council will continue to review the accomplishments against the long-term visions, goals and objectives established in the plan. The Council will focus on its overall goals of assessing the needs of business and industry, promoting the development of partnerships to improve services to all customers and supporting systems to measure progress, outcomes and system improvements based upon customer input. Further, the Council will continue to support a comprehensive educational system to expand career awareness through its working relationship with the State Board of Education and its efforts to connect business needs with educational opportunities.

3. *Describe the process your State used to identify your State Board members. How did you select board members, including business representatives, who have optimum policy-making authority and who represent diverse regions of the State as required under WIA? (20CFR 661.200.)*

Appointments to the Council are made by the Governor with the goal of ensuring geographic equity and representation of the state's key industry sectors. The Governor appoints the private sector chair and vice chair. The Governor also appoints the Directors and/or top officials of the agencies responsible for Idaho's workforce development programs and educational system. The Council's membership considers regional representation to identify and address the various needs throughout the state. Appointments to the Council were made in accordance with the requirements under Title VII of the Job Training Partnership Act. The state will ensure that any new appointments to the Council will have the optimum policy making or hiring authority.

4. *Describe how the board's membership enables you to achieve your vision described above. (§§111(a-c) and 112(b)(1).)*

Private sector representatives are selected based on their attachment to critical industries; this ensures that the Council has a formal connection to key industries throughout the state. State government representatives are the executives of lead state agencies in education, workforce development and economic development. The education representatives include a college president who serves as a representative of the President's Council for the state's postsecondary system as well as the executive director of the State Board of Education and the elected Superintendent of Public Instruction, who also sits on the state's K-16 Board. Labor and Community Based Organizations are also high level officials who have influence with their members and their communities. The executive level council offers the appropriate level of influence to ensure that the vision can be achieved

5. *Describe how the Board carries out its functions as required in sec. 111 (d) and 20 CFR 661.205. Include functions the Board has assumed that are in addition to those required. Identify any functions required in sec. 111 (d) the Board does not perform and explain why.*

Implementation of WIA continued a long history of collaboration among Idaho's state and local employment and training community, education, labor, industry, special interest groups, legislative leaders, local elected officials, Native American Tribes and minority organizations. It is the intent of the Council to continue these efforts by providing direction and leadership and by supporting the goals of the Office of the Governor, to ensure full implementation and success in obtaining the long-range goals envisioned in the state plan.

Specifically, the process calls for wide distribution and input in the development of state policy, plans and strategies to carry out oversight and attainment of the state's goals. The Council provides advance notice of scheduled meetings to ensure sufficient time for interested stakeholders to attend and/or submit comments and concerns. Policy material prepared for the meetings is made available for interested parties who requested that their name and/or organization be included on the Council's mailing list. The notice of meetings and all materials are also posted on the state's Web site.

Meetings of the Council are scheduled annually based upon projected workload, which usually requires that meetings be held at least quarterly. The Council typically performs all work in a meeting of the entire body; however, the Council has a standing Executive Committee, a Communications and Community Engagement Committee and a Workforce Readiness and Lifelong Learning Committee and will assemble ad hoc committees, as needed, to address specific issues or tasks as identified by the Council or the Governor. The Council will be reviewing its organization during the first quarter to identify committees necessary for effective oversight of the "local" WIA functions.

6. *How will the State Board ensure that the public (including people with disabilities) has access to board meetings and information regarding State Board activities, including membership and meeting minutes? (20 CFR 661.205)*

Workforce Development Council meetings will be held in facilities that comply with ADA requirements to ensure access for persons with physical disabilities. Upon request, alternate formats will be offered for written materials to meet the special needs of persons with sight impairments. The Idaho Commission for the Blind and Visually Impaired has volunteered to assist the Council in meeting requests for

alternate formats. The Council will coordinate with the Idaho Commission for the Deaf and Hard of Hearing to arrange equipment or other services for individuals who request hearing assistance at meetings. Membership lists, including contact information, announcements of board meetings, all meeting materials and minutes are widely distributed and are available on the state's Web site. Legal notices are posted and are supplemented with general news releases about Council activities and meeting plans.

7. *Identify the circumstances which constitute a conflict of interest for any State or local workforce investment board member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family. (§§111(f), 112(b)(13), and 117(g).)*

The attached WIA Code of Conduct (Attachment 4) has been adopted by the Workforce Development Council and approved by the Governor. Although this Code does not identify any additional instances which would constitute conflict, language is included which would allow conflict to be determined at a later date.

8. *What resources does the State provide the board to carry out its functions, i.e. staff, funding, etc.?*

The Workforce Development Council is supported by an interagency staff team comprised of management officials of the partner agencies and is lead by Governor Otter's Education Policy Adviser. Idaho Department of Labor provides logistical support for the Council while member agencies representing the state's mandatory and optional one stop partners provide policy and program advice as well as direct financial support for the Council.

- C. *Structure/Process for State agencies and State Board to collaborate and communicate with each other and with the local workforce investment system (§112(b)(8)(A).)*

1. *Describe the steps the State will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in section 112(b)(8)(A), at both the State and local level (e.g., joint activities, memoranda of understanding, planned mergers, coordinated policies, etc.). How will the State Board and agencies eliminate any existing State-level barriers to coordination? (§§111(d)(2) and 112(b)(8)(A).)*

The formal structures including the Workforce Development Council staff team, performance committee and youth teams will continue and be expanded to address goals not currently being addressed by teams. These cover a wide range of issues from common or system measures, improved labor market information, and improvements in postsecondary education delivery and access, among others.

Idaho has long enjoyed a collaborative relationship among its agencies. Collaboration for day-to-day service delivery is routine with partners demonstrating a knowledge and respect for the contributions made by system partners. This is exhibited in partnership approaches in dealing with closures and business expansion or projects formed to aid target groups. This provides an opportunity to identify and eliminate barriers as an integral part of service delivery to customers. The state and local organizations in Idaho have truly embraced the solutions-based approach.

The state initiated a broad survey of all workforce programs and funds available in the state. The purpose of the study was to establish the base for further collaborative efforts. The study is being prepared for publication in PY'07. The study includes a wide range of topics from funding and planning cycles, to performance measures,

services and service locations among others. This will help to identify further barriers and opportunities as the state attempts next steps in the planning process.

2. *Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the State agencies responsible for implementing the vision for the public workforce system; between the State agencies and the State Workforce Investment Board.*

Governor Otter models an approach to government service that is collaborative, inclusive and responsive to the needs of Idaho citizens and businesses. That style is reflected in the relationship between the Governor's Workforce Development Council and the agencies that are responsible to the Council. The Governor's Policy Adviser for leads an interagency staff team charged with advising the Council and carrying out its recommendations. Formal agendas, materials and minutes developed by this staff team are distributed among the members of the Council and the staff team and published on the state's Web site.

3. *Describe the lines of communication and mechanisms established by the Governor to ensure timely and effective sharing of information between the State agencies/State Board and local workforce investment areas and local Boards. Include types of regularly issued guidance and how Federal guidance is disseminated to local Boards and One-Stop Career Centers. (§112(b)(1).)*

The communications between the state and local level will change with the shift to a single state approach. Council transmittals and minutes are included on the state's Web site under the Workforce Development Council on both the *IdahoWorks* and the Idaho Department of Labor Web sites. Each partner agency is responsible for advising its line organization or substate organizations of Council policy. WIA Policy Guidance Memoranda (WIAPs) and Workforce Information Bulletins (WIABs) will continue to be posted on the WIA Web site. Federal guidance is distributed through the WIAB process. All WIA providers are notified via e-mail of all additions or changes to the Web sites. State agencies also provide a wide range of information to local areas through these bulletins and via technical assistance guides to aid in service delivery. Labor market information is also routinely communicated to the State Board and all workforce partners through the monthly ILMI newsletters. Monthly updates are also distributed from the Idaho Department of Labor to inform customers of activities related to economic and workforce development services.

4. *Describe any cross-cutting organizations or bodies at the State level designed to guide and inform an integrated vision for serving youth in the State within the context of workforce investment, social services, juvenile justice, and education. Describe the membership of such bodies and the functions and responsibilities in establishing priorities and services for youth? How is the State promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? (§112(b)(18)(A).)*

The state has convened a workgroup to define Idaho's Strategic Vision for Services for Youth in the state. The group includes representatives from the state's Workforce Agency, Health and Welfare, and the Departments of Education and Juvenile Corrections. Representatives from local and regional agencies that provide youth services to targeted populations have been invited to participate in this effort as well. Individual agency service data has been requested by this group to determine the focus of the group's efforts in identifying and serving those youth most in need. An assessment of the service data presented will be provided to each agency and organization with recommendations from the work group that would help to direct the provision of services toward the state's neediest youth including, but not limited to, youth in foster care, youth offenders, homeless youth, out-of-school youth,

migrant/seasonal farmworker youth and pregnant and parenting youth. Recommendations from this group will be made to the Workforce Development Council for consideration.

#### IV. Economic and Labor Market Analysis (§112(b)(4).)

##### Introduction: Overall State Economic Trends

Idaho is a large, sparsely populated state with a population of 1.466 million people spread across more than 82,000 square miles. The majority of the population (69 percent) resides in nine “urban” counties with the balance in 35 rural counties. Boise is the only city with a population that exceeds 100,000. The rural areas, separated by large distances, pose a challenge for service access and require special consideration when creating any statewide system. Access to a continuum of education and work force development services for all citizens and business remains a high priority.

**Table Introduction 1, State of Idaho Economic Indicators**, presents common measures of an area’s overall economic vitality and how these measurements have changed in recent years. The data is indicative of Idaho’s up and down economic growth in recent years. Job growth was at a healthy pace from 1998 to 2001. This trend continued through 2001 but with a significant slowdown during the last half of the year. The unemployment rates began to increase the last half of 2001 and remained at or above five percent until early 2004. The unemployment rates began to decline in 2004 reaching a record low in February 2007 at 2.8 percent seasonally adjusted. The national recession combined with the long-term trend in the decline in natural resource-based employment resulted in a sharp rise in the number of unemployed and job losses in several significant industries. Those areas dependent on a natural resource economic base had very high unemployment rates. The electronics industries in southern Idaho lost jobs in 2001 through 2003. A very positive trend in all measures occurred in 2005 and 2006 with construction leading the way.

Idaho’s economic growth has been driven by population growth. Idaho’s Service-Providing Industries provide roughly 82 percent of the jobs, and most of these industries are dependent upon population growth. During this time period, Idaho ranked fourth both in percent change in job growth and percent change in population growth. Much of the population increase is due to net in-migration to Idaho. Several factors have caused this migration: increased Idaho job opportunities, poor economic conditions in other areas, and quality-of-life amenities. Population growth should continue and annual increases of 20,000 to 30,000 persons can be expected in the next few years.

Idaho’s average unemployment rate was at or above the nation’s average for the first three years of this data series. However, the unemployment rate has remained below the national rate since January 2003. Idaho’s *Goods-Producing Industries* have large seasonal components in wood product manufacturing and food manufacturing. This has always influenced the annual average unemployment rate. Layoffs in the electronics manufacturing industry contributed to the high unemployment numbers and benefits paid in 2002 and continued to have a dampening effect on jobs until late 2004. Some other high employment industries, such as Idaho’s tourism industries, also have strong seasonal movements. Both of these sectors experienced a slowdown in job growth in 2002 and 2003. Professional and business services also experienced a decline in job growth during this time period. It is important to remember that not all industries lost jobs, as most industries just experienced slower growth.

Nonfarm Payroll Jobs is the statistic for the number of jobs within the state. It excludes farm jobs but includes those in food processing and other agricultural-related industries. Idaho’s rate of job creation exceeded the nation’s, even in 2001. However, Idaho’s 2000-2001 growth rate was less than half that for 1999-2000. The number of goods-producing industries jobs declined in 2002, for the first time since 1985-1986. The loss of jobs in the natural resource and mining industries was offset by job growth in construction.

Since 2001, over 71,000 jobs have been added with nearly 7,000 between 2005 and 2006. A significant rebound in total nonfarm jobs occurred in 2004 (up nearly 15,000 from 2003 and 49,000 from 1999). Job growth in 2005 was 4.1 percent – 24,400 jobs. The rate for 2006 was 4.4 percent as 26,900 jobs were added. An increased population is the primary reason for these increases and the population is expected to continue its growth. The population sensitive construction industry is expected to add the largest number of jobs with health care, business services, and electronics following in growth.

Many of these jobs will require advanced education and training, demanding a solid K-12 foundation and availability of quality postsecondary education and training. The most recent wage calculation available (May 2005 OES) set Idaho’s median hourly rate at \$12.84 per hour, 36th among the 50 states. The most

recent average covered wage calculation available for 2006 sets the rate at \$15.66 per hour. Wages in the science and technology and health care sectors are significantly higher than wages as a whole and will continue to attract workers, provided sufficient investments are made to train workers in these fields. Higher skills are demanded, particularly in science and mathematics, to foster the growth in science and technology and health-related fields. In these high-demand jobs, wages will have to be competitive with surrounding states to attract and retain workers, particularly in the more rural areas.

Idaho's labor force is predominantly white, with minorities representing less than 10 percent of the work force. Hispanics represent the fastest growing segment of the population with increases of 25 percent during the last two years. Over the next 10 years, the major demographic impact in Idaho will come from the aging work force. Although Idaho has a higher rate of young workers age 24 and under than the nation as a whole, it will not be immune from the growing population of workers 55 and over seeking to leave the work force. This shift will drive the effort to provide a work environment that will entice experienced workers to remain in the work force and to retain highly skilled workers in the state.

Idaho ranks 13th in the number of students graduating from high school (77 percent), but falls behind the national average in the percentage of students who pursue higher education. Although Idaho has seven public postsecondary institutions, only two community colleges and one public technical college are included in the delivery system. Idaho's universities and colleges serve a dual university and community college mission in areas lacking a community college, adding to problems of capacity, access and affordability.

After mirroring economic conditions since 1998, the number of weeks and dollars paid by Idaho's Unemployment Insurance program rose dramatically in 2001 and set a record high level in 2002. These increases were due to economic conditions and not to unemployment fundamentals such as covered employment growth or benefit level increases. There were notable increases in claims filed in southwestern and southeastern Idaho and in the broad electronics sector. Benefit payments declined by nearly 5 percent in 2003 but remained above \$213 million. Since then, UI benefit payouts have steadily declined in spite of an increased covered employment base: 2004 at \$147.5 million; \$122 million in 2005 and \$104 million in 2006.

Personal income is the dollar value of the population's earnings from wages (the largest component), proprietors' income, rents, interest, and transfer payments. There has been a steady increase in this amount, reflecting increased population and employment levels. Idaho's personal income growth rate has fluctuated significantly during this period. This is due primarily to commodity prices received by farmers during these years. Overall, Idaho's personal income growth rate has been close to the national growth rate and among those with the highest growth rates. In 2006, Idaho's personal income growth rate ranked eighth among the states at 7.9 percent. In 2005, it was eighth at 7.3 percent and in 2004, it was fourth at 8.2 percent.

Per capita personal income is total personal income divided by total population. Although Idaho has ranked among the top states in per capita personal income growth rate, the state consistently has been in the mid-forties in the ranking of state per capita personal income levels.

Table Introduction 1, STATE OF IDAHO ECONOMIC INDICATORS. 2001 - 2006

	2001	2002	2003	2004	2005	2006	Percent From 2005-2006	Change 2001-2006
POPULATION*	1,321,446	1,344,266	1,367,428	1,394,524	1,429,367	1,466,465	2.6	11.0
Idaho Percent Change	1.7	1.7	1.7	2.0	2.5	2.6		
US Percent Change	1.1	1.0	0.1	1.0	1.0	1.0		
LABOR FORCE BY PLACE OF RESIDENCE								
Civilian Labor Force	675,828	682,861	690,800	703,067	738,700	749,200	1.4	10.9
Unemployment	32,920	36,903	36,578	33,339	28,200	25,600	-9.2	-22.2
Percent of Labor Force Unemployed	4.9	5.4	5.3	4.7	3.8	3.4		
Total Employment	642,908	645,958	654,222	669,728	710,500	723,600	1.8	12.6
U.S. Unemployment Rate	4.7	5.8	6.0	5.5	5.1	4.6		
NONFARM PAYROLL JOBS								
Idaho Employment	568,033	568,203	572,253	588,235	612,614	639,541	4.4	12.6
Idaho Percent Change	1.7	0.0	0.7	2.8	4.1	4.4		
US Percent Change	0.0	-1.1	-0.3	1.1	1.7	1.7		
IDAHO AGRICULTURE EMPLOYMENT	34,088	35,331	39,852	41,410	41,198	43,627	5.9	28.0
UI DATA - All Programs								
Weeks Paid	701,984	982,850	993,357	698,639	569,983	474,489	-16.8	-32.4
Dollars Paid	\$149,629,576	\$217,384,029	\$220,065,775	\$153,317,917	\$128,549,226	\$110,303,208	-14.2	-26.3
Covered Employers (Public & Private Units)	46,489	46,684	48,365	49,253	51,453	54,231	5.4	16.7
							2004-2005	2001-2005
INCOME*								
Total Personal Income (thousands of dollars)	\$33,053,997	\$33,848,564	\$34,686,916	\$38,090,019	\$40,583,803	INA		
Idaho Percent Change	5.6	2.4	2.5	9.8	6.5		6.5	22.8
US Percent Change	3.5	1.8	3.1	6.2	5.2		5.2	14.8
Personal Per Capita Income	\$25,018	\$25,185	\$25,354	\$27,302	\$28,398	INA		
Idaho Percent Change	3.9	0.7	0.7	7.7	4.0		4.0	13.5
US Percent Change	2.4	0.7	2.1	5.2	4.2		4.2	10.4
U.S. Consumer Price Index (All Items 1985-1984)								
Urban Wage Earners & Clerical Workers (CPI-W)	173.5	175.9	179.8	184.5	191.0	197.1	3.2	13.6
All Urban Consumer (CPI-U)	177.1	179.9	184.0	188.9	195.3	201.6	3.2	13.8

A. What is the current makeup of the state's economic base by industry?

**Table A.1, *Industry Structure of the Idaho Economy, 2000-2006***, provides the latest available on employment by industry in Idaho. This count of jobs does not include farm employment, which is estimated to be 43,178 in 2006.

Idaho's work force is overwhelmingly engaged in *Service-Providing Industries*—just over 82 percent of the total job count. *Goods-Producing Industries* jobs have increased over the years but these industries' relative share of jobs has declined. In other words, the growth of the service sector has outpaced that of the goods-producing sector.

Some relevant facts about Idaho's economic structure are:

Idaho largely escaped the 2001 national recession except for electronics manufacturing which lost 4,000 jobs. The sector is rebounding but has yet to reach pre-recession levels.

The 9-11 tragedy hurt Idaho's tourism industry with hotels and motels suffering a loss of around 1,000 jobs immediately after 9-11 and the sector further hit by the recession.

Tourism has recovered and is running ahead of pre-recession and 9-11 levels.

Other developments since the recession and 9-11:

Activity in the wood products manufacturing sector appears to have stabilized and mining has picked up with the recent surge in metal prices.

Food processing remains in decline amid changing consumer food preferences.

Low water supplies with drought conditions threatening most southern Idaho areas have occurred each year.

Overall, however, Idaho has had employment STABILITY.

Population has growth continued, creating increased demand for goods and services.

The recovery from the downturn has been dramatic, catapulting the state to the economic forefront nationally.

State's unemployment rate did not exceed 6 percent and has been under 4 percent for two years, and falling to a record low 2.8 percent in early 2007.

Current economic environment—six percent of jobs are in agriculture, 10 percent of workers are self-employed (only), 83.5 percent have nonfarm payroll jobs and 19.2 percent of those jobs are in *Goods-Producing Industries* (natural resources and mining, construction and manufacturing)

There has been sustained population growth with a preliminary increase of 2.6 percent from 2005 to 2006.

Record highs for Civilian Labor Force and Total Employment have been set. The 2006 annual average unemployment rate was 3.4 percent, compared to the national rate of 4.6 percent.

**Table A.1: INDUSTRY STRUCTURE OF THE IDAHO ECONOMY, 2000 - 2006**  
**NONFARM PAYROLL JOBS - PLACE OF WORK - STATE OF IDAHO**

INDUSTRY	Annual Average	Percent of	Numeric	Percent
	Nonfarm Jobs	Total	Change	Change
	2006	Nonfarm Jobs	00 - 06	00 - 06
Nonfarm Payroll Jobs	640,570	100	81,982	14.7
Goods-Producing	122,815	19.2	10,959	9.8
Natural Resources and Mining	4,241	0.7	-412	-8.8
Logging	1,867	0.3	-441	-19.1
Mining	2,375	0.4	29	1.2
Metal Ore Mining	795	0.1	-322	-28.8
Construction	52,596	8.2	16,103	44.1
Manufacturing	65,977	10.3	-4,732	-6.7
Durable Goods	42,804	6.7	-2,276	-5
Wood Product Manufacturing	8,239	1.3	-1,000	-10.8
Saw mills & Wood Preservation	2,531	0.4	-1,281	-33.6
Veneer & Engineered Wood Products	1,703	0.3	-87	-4.9
Other Wood Product Manufacturing	3,912	0.6	275	7.5
Fabricated Metal Product Manufacturing	4,349	0.7	318	7.9
Machinery Manufacturing	2,858	0.4	-446	-13.5
Computer & Electronic Product Man	16,666	2.6	-2,790	-14.3
Transportation Equipment Manufacturing	3,192	0.5	714	28.8
Other Durable Goods	7,501	1.2	929	14.1
Nondurable Goods	23,173	3.6	-2,456	-9.6
Food Manufacturing	14,650	2.3	-2,015	-12.1
Fruit & Vegetable Preserving & Specialty Food	7,483	1.2	-1,572	-17.4
Paper Manufacturing	1,510	0.2	-235	-13.5
Printing and Related Support Activities	1,914	0.3	-426	-18.2
Chemical Manufacturing	2,104	0.3	-233	-10
Other Nondurable Goods	2,995	0.5	452	17.8
Service-Providing	517,756	80.8	71,023	15.9
Trade, Transportation, and Utilitie	127,937	20	8,342	7
Trade	107,833	16.8	7,644	7.6
Wholesale Trade	26,889	4.2	1,175	4.6
Wholesalers, Durable Goods	12,436	1.9	740	6.3
Wholesalers, Nondurable Goods	11,762	1.8	-534	-4.3
Retail Trade	80,944	12.6	6,469	8.7
Motor Vehicle and Parts Dealers	11,998	1.9	1,642	15.9
Building Material and Garden Equipm	9,849	1.5	2,404	32.3
Food and Beverage Stores	12,535	2	-3,585	-22.2
General Merchandise Stores	16,465	2.6	3,435	26.4
Transportation, Warehousing, & Utilities	20,104	3.1	698	3.6
Utilities	2,008	0.3	-529	-20.8
Transportation & Warehousing	18,096	2.8	1,226	7.3
Rail Transportation	1,275	0.2	-178	-12.2
Truck Transportation	9,181	1.4	622	7.3
Information	10,569	1.6	707	7.2
Telecommunications	3,793	0.6	291	8.3
Financial Activities	31,827	5	6,671	26.5
Finance & Insurance	23,067	3.6	4,415	23.7
Real Estate & Rental & Leasing	8,760	1.4	2,256	34.7
Professional and Business Services	81,599	12.7	20,950	34.5
Professional, Scientific, & Technical	33,069	5.2	5,655	20.6
Scientific Research and Development	7,647	1.2	-618	-7.5
Management of Companies & Enterpr	7,690	1.2	4,426	135.6
Administrative & Support & Waste Management	40,840	6.4	10,869	36.3
Administrative and Support Services	39,488	6.2	10,730	37.3
Educational and Health Services	70,095	10.9	17,071	32.2
Educational Services	7,841	1.2	2,362	43.1
Health Care & Social Assistance	62,254	9.7	14,709	30.9
Hospitals	14,363	2.2	2,685	23
Leisure and Hospitality	59,700	9.3	7,116	13.5
Arts, Entertainment, & Recreation	8,309	1.3	1,684	25.4
Accommodation & Food Services	51,391	8	5,432	11.8
Accommodation	8,380	1.3	175	2.1
Food Services & Drinking Places	43,011	6.7	5,257	13.9
Other Services	18,937	3	1,295	7.3
Total Government	117,092	18.3	8,872	8.2
Federal Government	12,797	2	-705	-5.2
State & Local Government	104,295	16.3	9,577	10.1
State Government	29,840	4.7	1,686	6
State Government Education	14,423	2.3	1,421	10.9

Nonfarm employment is at a record high with an estimated 640,570 jobs. Annual average Nonfarm Payroll Jobs employment increased by 28,900 jobs in 2006 over 2003 for a 4.7 percent growth rate.

*B. What industries and occupations are projected to grow and or decline in the short term and over the next decade?*

In general, Idaho is expected to continue to grow both demographically and economically. The forces that drove Idaho's expansion during the previous decade are still as valid as they were in the 1990s. Population has grown primarily through in-migration as people are attracted to Idaho's quality of life even though wage and per capita personal income levels are at the lower end of the national scale. Increased population in turn creates more demand for goods and services, hence the predominance of the service sector, continued strength of construction and more opportunities for self-employment ventures.

NAICS Code	Industry Title	2004	2014	# Change	% Change
	Total Employment*	593,116	751,373	158,257	26.7
11	Agriculture, Forestry, Fishing and Hunting	20,858	21,993	1,135	5.4
21	Mining	1,937	2,370	434	22.4
22	Utilities	1,874	2,458	584	31.2
23	Construction	39,849	55,616	15,767	39.6
31-33	Manufacturing	61,636	69,192	7,556	12.3
42	Wholesale Trade	25,408	29,759	4,351	17.1
44-45	Retail Trade	73,720	97,252	23,532	31.9
48-49	Transportation & Warehousing with Post Office	19,700	25,331	5,631	28.6
51	Information	9,938	14,025	4,087	41.1
52	Finance and Insurance	18,573	22,194	3,621	19.5
53	Real Estate and Rental and Leasing	7,450	8,549	1,099	14.8
54	Professional, Scientific and Technical Services	29,499	45,364	15,865	53.8
55	Management of Companies and Enterprises				
	Administrative and Support and Waste	7,393	7,838	445	6.0
56	Management and Remediation Services	36,268	51,659	15,391	42.4
61	Educational Services	51,392	61,028	9,636	18.8
62	Health Care and Social Assistance	66,341	90,630	24,290	36.6
71	Arts, Entertainment and Recreation	7,607	9,916	2,309	30.4
72	Accommodation and Food Services	47,914	58,591	10,677	22.3
	Other Services (except Public Administration)	14,661	18,158	3,498	23.9
921	Federal Government	10,563	10,160	-403	-3.8
922	State Government	14,475	15,733	1,258	8.7
923	Local Government	26,062	33,557	7,495	28.8

Totals and subtotals may not add due to averaging and rounding  
Source: Idaho Dept. of Labor (Idaho Commerce & Labor), 2007

The natural resource and manufacturing sectors face a less certain future. There is some certainty that manufacturing industries will continue to be more diverse and grow. But, at the same time, dislocations centered on traditional natural resource-based industries and the volatile electronics industries are also likely to occur. In other words, the *Goods-Producing Industries* will continue to churn.

**Table B.1: Projected Employment by Industry, 2004-2014** presents Idaho's long-term projections of employment by industry. A summary of the significant factors influencing these projections follows:

**Agriculture**

Agriculture, including related industries, is facing many challenges but still remains a significant part of Idaho's economy, especially in southern Idaho.

The water supply is likely to be sufficient only for 2007 and prospects for 2008 rest with winter snowfall. (A "good water year" in Idaho means there is a carry-over of stored water from the previous year, and an

average supply for the current year.) Any lasting replenishment of the Snake River aquifer will take many years. Producers, however, will still plant and labor will be required. The recent closure of several potato, sugar beet and meat packing plants has reduced the number of buyers of those commodities. How this will be played out in terms of crop mix, production and profitable prices is yet to be determined.

The “mad cow disease” problem has abated, but there is continuing concern about crop and food safety.

The “K” Line shipping company announced its intention to no longer use Portland, Oregon as a port. This line, and the Portland Terminal, has been the major export outlet for Idaho’s agricultural commodities. This development has northern Idaho wheat growers in particular upset and could have a devastating affect on the Port of Lewiston.

Genetically modified foods still are unacceptable in many export markets. But ethanol production is on the rise. Research is being conducted concerning ethanol production from non-corn stocks such as sugar beets, which could enhance Idaho’s standing in the production of alternate fuels.

#### Goods-Producing Industries

Metal mining has been revived by rising prices, and employment is slowly rising. Elemental phosphorus mining appears to be only holding its own.

Logging employs fewer than 2,000 workers, but this job level could be significantly affected by any major, persisting downturn in the housing market.

Construction has remained strong. Increased population, low interest rates and commercial developments have maintained strong pace along with necessary infrastructure improvements. After housing starts dropped 10 percent in 2006, a further but slower decline is expected through 2009 with total starts falling under 20,000. But commercial development and the beginnings of a long-term road construction program are picking up the slack and should be sustained through the end of the decade. Average employment in 2006 was 52,200, up 7,200 from 2005.

#### Manufacturing

Idaho’s traditional (post WWII) manufacturing industries have been in wood products, food processing, chemicals (phosphate-related) and paper. In 2000, these traditional industries had about 30,000 jobs. In six years, that total has declined to 24,000. Further job declines are expected due to unfavorable market conditions, international and domestic competition, public policies and changing consumer preferences. At best, employment will remain stable for a few years with the demand for labor confined primarily to replacements.

Projections of Idaho’s future manufacturing employment are somewhat problematic. There have been employment declines that influence the direction of change. The declines have centered on the state’s natural resource industries and only a few electronics firms. These losses have been real and large for Idaho but with the exception of electronics have resulted in a permanent downsizing. Therefore, projections of future manufacturing employment have to be adjusted to accommodate a revised employment base (industry structure and numbers) that is likely to be carried forward into the future. The Table B.1 projections of industry employment include these model adjustments.

Idaho sawmills are not always positioned to take advantage of current market conditions although they have capacity to produce more lumber. For example, hurricanes and the Iraq war have driven up the price of sheet goods like plywood, but few Idaho mills produce it.

The electronics industry is primed for resurgence. Idaho has the productive capacity, relatively low energy costs and a qualified labor supply. What is needed is a general expansion in business investments. In the Micron’s case, there also has to be favorable prices for its DRAM products, and that is so sensitive to international competition. Yet, it is a volatile industry and unexpected changes happen.

There have been promising instances in which very small, entrepreneur-like electronics and high technology firms have developed new products that could turn into much larger businesses. Idaho universities and the Idaho National Laboratory are very active in developing spin-off start-ups and are supportive of small business incubators that are found throughout the state.

Table B.1 shows increases in some of the other durable goods manufacturing industries, such as transportation equipment manufacturing. Several large corporations have established production plants in Idaho.

All manufacturing will have replacement needs but it is to the here-to-fore small manufacturing sectors that we must look for net growth. Ample evidence has been collected recently through community forums, business conferences, and other discussions that Idaho's small manufacturers are experiencing growth and have the ability to grow even more. However, most express a concern about having access to an adequate manufacturing talent pool.

#### Service-Providing Industries

This sector has the most jobs and will continue to grow. Yet there are some Idaho-specific long-term trends that will influence that growth:

There will be continued proliferation of big-box retailers via expanding number of stores in Idaho—not just an initial presence within the state. The internet will continue growing as a way to market and purchase goods and services.

There is an increasing number of home/building materials stores, i.e., Home Depot and Lowe's, and their emphasis on kitchen appliances, floor coverings and similar items. This will put additional pressure on local hardware, appliance and other stores.

Attempts to revitalize city centers through beautification and "themeing," thereby creating a better retail environment for small specialty shops, restaurants, bars, entertainment venues and community activities have been somewhat successful. To further enhance city center revitalization, some communities are encouraging new housing construction within the center.

The increasing student populations and the demand for education, which accounts for about half the jobs in local government, are going to continue except for a few rural, low populated counties. A current push to establish a stand-alone community college in the Treasure Valley very likely will result in additional jobs. If this effort is successful, this facility will be a key to future economic development in the area.

Increasing budget pressures on both K-12 and postsecondary institutions, which account for 48 percent of state government employment, is a constraint. In addition to budget pressure, shifting population to more urban areas has reduced some rural attendance, forcing staff cutbacks and constraining higher education expansion into new program areas. Many Idaho counties have benefited from federal government payments in lieu of taxes because much of the counties' land is federally owned. This program requires annual Congressional appropriations and is in jeopardy of continuing.

The inadequacy of many public school facilities by physical condition, size, location, or overcrowding is a recognized need but is an expensive endeavor. Modern schools are critical elements in attracting residents to an area. Inadequate schools have the opposite effect. The current budget pressures being placed upon the public education system will have a direct effect on the structure of Idaho's economy.

#### Health Care

This sector has been one of the fast growing industries in the state, and that trend will continue in spite of rising health costs as the population expands and ages. Additional training capacity is being developed at several postsecondary schools.

#### The Bottom Line

Steady, widespread employment growth is expected in the next few years under current conditions. Only the traditional industries are expected to remain static or slowly decline.

If business investments expand, Idaho's electronics industry will also expand and provide a stimulus to all parts of the economy. The electronics industry must be able to withstand cutthroat international competition and, at the same time, have a significant share of exports. The promising trend of successful start-ups and growth of small enterprises in the electronics sector must continue not only to add jobs but to create a diversity of products and mitigate the risk of having employment concentrated in one or two companies in this highly volatile industry.

Significant threats to expected growth include drought, unexpectedly high energy costs, large lay-offs in electronics, large federal cutbacks at Idaho National Laboratory and Mountain Home Air Force Base and failure to make necessary local infrastructure investments. The latter will require public financing. It has become apparent that public school facilities are inadequate and too few, class sizes need to be reduced in many districts, major highways need upgrading and businesses will need broadband telecommunications capabilities regardless of their location.

Idaho is not immune to national economic conditions. The recession hit Idaho selectively. Higher interest rates, failure to solve health care/insurance issues, deficits and imbalances in foreign trade and a possible financial crisis in Social Security are current national conditions that could have deep, adverse effects on Idaho's entire economy.

*C. In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade. In what numbers?*

The discussion above highlighted Idaho's expected industry developments. The following tables present Idaho's occupational employment projections to 2014. These tables are intended to answer questions B and C.

**Table C.1: High-Demand Occupations in Idaho, 2004-2014** (see at the end of Section IV) depicts those job titles with 150 or more annual openings. These openings are due to replacement hires plus new hires due to growth. Some of these occupations require only minimal on-the-job training or orientation but generally demand the worker possess the necessary "soft skills" concerning acceptable workplace practices, effective communication and basic language and mathematical skills. Even the lowest occupational level more often than not requires familiarity with computers and electronic devices.

Considering both industry and occupational employment growth trends, and with a selective eye on the high-skilled jobs, the following general groups emerge.

*Health Care:* Due to increasing population, medical specialization, an aging population and an emergence of bio-medical research, this grouping has been designated by the governor as a priority for education, training and business expansion.

*Construction:* Again, increased population is the driving force. However, building and repair techniques are becoming technological even for the "lower skilled" framers, truck drivers and material handlers just to name a few. For infrastructure projects, Idaho's terrain, temperature extremes and conservation needs pose special challenges to industry workers. Buildings are being made of new materials that require new techniques and knowledge.

*Business Management, Services, and Operations:* Idaho is a small business state—very small businesses. Ninety-six percent of Idaho businesses in 2006 had an average annual employment of less than 50. It is obvious that these businesses need business leaders and support staff that can maintain profitability and take advantage of growth potential. Increasingly, computer and telecommunication skills are being demanded by the very small employer. The employers are eager to learn new business techniques and engage third parties to help in this regard. Thus, the very high growth in the business administrative and support services industries.

*Science and Technology:* Idaho's rapid growth since the 1980s has been spurred by the development of high-tech manufacturing. This brought about, in part, tremendous population growth and expansion of the construction sector. The governor has determined this priority on science and technology must continue but expand into other fields such as basic materials and bio-medical research. This should expand the need for technicians of all kinds, instrument and equipment builders, research assistants, and communications specialists.

*Education:* Idaho's projected population growth means more teachers and support personnel will be needed. In addition, the emphasis on improving learning in the math and sciences will require more teachers with those specialties. Idaho's postsecondary schools have been increasing their student and faculty counts and this should continue. The establishment of a new community college in southwestern Idaho will result in a demand for new instructors and support personnel.

*Manufacturing:* Many manufacturers of all types have stated there is a shortage of skilled production workers such as welders and machine repairers. This shortage is evidenced by the difficulty in recruiting new, younger workers trained or at least interested in fundamental production processes just at the time these employers are seeing their older, very experienced workers retire.

The area professional-technical schools are increasing their instructional capacity in these areas and the secondary school system is utilizing Tech-Prep and other vocational training programs to enhance their programs and increase the pipeline. Yet, the rural nature of Idaho, relatively small cities, and the cost and risk of setting up specialized training programs remain as obstacles. The obstacles must be

overcome for existing businesses to expand and additional, diverse manufacturers to set up shop in Idaho.

**Table C.2 Declining Occupations in Idaho, 2004-2006** lists those job titles that are projected to decline between now and 2014. In almost all instances, Idaho's declining or stagnant industries and occupations are due to the gradual decline of natural resource industries, the elimination of smelting, the introduction of labor saving techniques and automation in agriculture and food processing, business consolidations reflected in the national trend in banking, large retail and transportation and just plain obsolescence. Luckily, the numbers are relatively small, but, unfortunately, some of the consequences magnify the decline's impact. The best example of this is the decline of logging, sawmills and associated trucking. This decline has been concentrated in numerous small towns around the state. Recovery has been slow, population and tax bases have stagnated and chronic high unemployment persists. Rural recovery is a state priority, and many economic development and retraining projects have been carried out.

The list also includes jobs in which new technologies have reduced the demand for labor even though 2014 employment levels exceed 500 jobs.

TABLE C.2: Declining Occupations in Idaho, 2004 - 2014  
(Ranked by Numeric Change)

NAICS Code	Occupational Title	2004 Employ- ment	2014 Employ- ment	Numeric Change	Percent Change
	Total, All Occupations	655,963	807,569	151,606	23.11
43-4070	File Clerks	1,863	1,215	-648	-34.78
43-4150	Order Clerks	2,589	2,369	-220	-8.50
41-9091	Door-To-Door Sales Workers, News and Street Vendors & Related Workers	1,631	1,481	-150	-9.20
43-4040	Credit Authorizers, Checkers, and Clerks	614	473	-141	-22.96
45-4022	Logging Equipment Operators	1,610	1,481	-129	-8.01
43-9010	Computer Operators	437	328	-109	-24.94
45-2040	Graders and Sorters, Agricultural Products	1,771	1,673	-98	-5.53
43-9050	Mail Clerks and Mail Machine Operators, Except Postal Service	280	195	-85	-30.36
43-5040	Meter Readers, Utilities	243	159	-84	-34.57
45-4021	Fallers	542	462	-80	-14.76
53-7063	Machine Feeders and Offbearers	1,071	999	-72	-6.72
51-7041	Sawing Machine Setters, Operators, and Tenders, Wood	882	835	-47	-5.33
51-4031	Cutting, Punching & Press Machine Setters, Operators & Tenders, Metal & Plastic	451	424	-27	-5.99
27-3011	Radio and Television Announcers	474	450	-24	-5.06
43-9022	Word Processors and Typists	310	289	-21	-6.77
51-9132	Photographic Processing Machine Operators	182	161	-21	-11.54
45-2020	Animal Breeders	321	304	-17	-5.30
19-4093	Forest and Conservation Technicians	656	640	-16	-2.44
19-1031	Conservation Scientists	331	316	-15	-4.53
41-9021	Real Estate Brokers	472	459	-13	-2.75
53-6020	Parking Lot Attendants	197	185	-12	-6.09
51-9131	Photographic Process Workers	245	234	-11	-4.49
43-9070	Office Machine Operators, Except Computer	129	118	-11	-8.53
19-3041	Sociologists	144	134	-10	-6.94
51-5011	Bindery Workers	70	62	-8	-11.43
23-2093	Title Examiners, Abstractors, and Searchers	687	680	-7	-1.02
49-2091	Avionics Technicians	77	70	-7	-9.09
53-7072	Pump Operators, Except Wellhead Pumpers	55	48	-7	-12.73
43-4060	Eligibility Interviewers, Government Programs	537	534	-3	-0.56
51-7042	Woodworking Machine Setters, Operators, and Tenders, Except Sawing	843	841	-2	-0.24
41-3040	Travel Agents	526	524	-2	-0.38
45-4023	Log Graders and Scalers	242	240	-2	-0.83
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	107	105	-2	-1.87
27-3043	Writers and Authors	581	580	-1	-0.17
51-4034	Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	101	100	-1	-0.99
39-6022	Travel Guides	53	52	-1	-1.89
47-4060	Rail-Track Laying and Maintenance Equipment Operators	41	40	-1	-2.44

\* Annual Job Openings includes new jobs plus replacement jobs  
Source: Idaho Department of Labor (Idaho Commerce and Labor), 2007

*D. What jobs/occupations are most critical to the state's economy?*

A free market economy establishes value by placing a price on a particular good or service. Occupational wages are set much the same way, and therefore, jobs that are critical to the economy usually pay the highest wages.

**Table D.1 High Wage Occupations and Projected Employment, 2004-2014** lists the 344 occupations with wages above the 2006 mid-point wage of \$12.87 an hour. This table is found at the end of Section IV.

This value assignment reinforces the priority of the same occupational groups and industries discussed throughout this plan. These are:

*Health Care:* The full range of occupations from physicians to technicians, from hospital-based to in-home delivery, from administrative support to equipment repairers.

*Science and Technology:* In addition to the need of the state's electronics product manufacturing industries for engineers and physical scientists, computer and telecommunications applications specialists, technicians and operators will be needed by many businesses. Idaho has embarked on a mission to enhance its bio-medical, food sciences, nuclear research, and natural resource utilization employment base.

*Construction:* The population boom will continue to increase the demand for workers in the building trades. Increasingly, new materials and building methods are being introduced into the workplace. The state has initiated a very large highway improvement program that will demand a steady supply of equipment operators, materials technicians and environmental specialists.

*Business Management and Support:* These jobs cut across all industries. Because most business establishments in Idaho have fewer than 50 employees, business leaders need to be generalists and develop reliance on outside support resources for financial and planning services. Almost all businesses will have personnel who are competent with personal computer applications, customization and troubleshooting.

*Education:* More people in the state mean more children to teach and programs to meet the needs of an increasingly diverse population. Idaho's colleges and universities are experiencing near-record enrollments. Already some needed programs in nursing and medical technical jobs cannot be expanded due to lack of instructors. In-state high-tech employers have invested in in-state electrical engineering and related programs and are increasingly looking at the Idaho higher education system for basic research and testing support. Finally, Idaho's educational leadership and Legislature have committed substantial resources to enhancing the math and sciences curricula at all levels of education. This in turn increases the demand for teachers trained in teaching math and science at these levels.

*Manufacturing:* Production jobs in manufacturing usually pay more than is the average for other jobs. Most manufacturing processes require machine operators and repairers, quality assurance testers, logistics specialists, and electronic technicians. Manufacturing also requires the same support occupations found in other industries: managers, financial specialists, information technical services, marketers, and the like. It is the manufacturing process workers that are in short supply and for which the training pipeline must be increased.

The Idaho work force system is moving to integrate the career cluster concept into its services portfolio. This concept will provide more flexibility in defining priority occupations and industries because it recognizes the portability of skills among different but related occupations in a wider variety of industrial settings. Many of the specific occupations listed above can be placed into clusters, thereby providing a more realistic, expanded picture of the demand for related occupations.

*E. What are the skill needs for the available, critical and projected jobs?*

The education and training requirements for these jobs are quite varied, ranging from professional and postsecondary--usually necessary to be a general manager or top executive--to on-the-job training for janitors and cleaners. Almost all of these occupations require working with co-workers, at least basic, educational skills and customer service skills. Increasingly, even jobs such as material movers require technical skills for equipment operation, measuring, recording data and communicating information. Occupation-specific skills for these jobs often can be acquired on the job, but the best paying jobs require postsecondary technical or academic training.

Idaho's key customer segments of its state work force investment system include both individuals such as job seekers or employers and system intermediaries such as technical schools. Both broad sets of customers can benefit from the system's services, information, resources and coordination. Individuals will be best served through the One-Stop system. Idaho's One-Stop system includes staffed facilities, telephonically accessed information and services, publications and other media resources and information and service access via the Internet. The One-Stop system is a work force service environment, in which customers can enter in a variety of ways.

Idaho employers directly benefit from having a well-trained work force. This applies to the incumbent work force and to job seekers, students and new entrants. Through national and state surveys, conferences, meetings and other types of research, there is near unanimity that the following skills are needed to obtain the objective of having a well-trained work force:

#### SOFT SKILLS

- Effective communication with co-workers, supervisors, and subordinates
- Ability to work as a team to achieve the organization's objectives
- Leadership, critical thinking, ability to adapt to changing circumstances
- Fundamental workplace ethics such as dependability, trustworthiness, and nondiscriminatory behavior

#### ACADEMIC

- Basic English literacy
- Computational skills
- Basic science
- Personal computer or other electronic machine operations and familiarity with commonly used software

#### JOB RELATED

- Job-specific skills that can be acquired through formal training or on-the-job training
- Effective customer service practices

*F. What are the current and projected demographics of the available labor pool, including the incumbent work force, both now and over the next decade?*

The demographics of the labor force are best viewed in the light of the total population's demographics. The U.S. Census Bureau prepares succinct state demographic profiles. **Table F.1: Selected Demographic Quick Facts** points out that, compared to the nation, Idaho's population is almost all white and non-Hispanic although Hispanics are by far the largest ethnic group. Idahoans are somewhat younger than all U.S. residents. Idaho's percentage of high school graduates is greater than the nation's but those with a bachelor's degree are a smaller share. Idaho's per capita personal income is 82.6 percent of the national level but the median household income of the state's residents is 89.6 percent of the nation's. Some selected demographic data of the Idaho labor force reflects the same population structure,

*G. Is the state experiencing any in-migration or out-migration of workers that impact the labor pool?*

Since the later 1990s, Idaho has been one of the fastest growing states in the nation. Most of this growth has been due to in-migration to the state. Between July 1, 2005 and July 1, 2006, Idaho's population increased by 37,100 persons to an estimated new 1,466,465. Idaho is the third-fastest state in the union. In-migration accounted for over two-thirds of the growth: 89 percent from other states and 11 percent from international locations.

TABLE F.1: SELECTED DEMOGRAPHIC QUICK FACTS		
People QuickFacts	Idaho	USA
Population, 2005 estimate	1,429,096	296,410,404
Population, percent change, April 1, 2000 to July 1, 2005	10.40%	5.30%
Population, 2000	1,293,953	281,421,906
Persons under 5 years old, percent, 2005	7.40%	6.80%
Persons under 18 years old, percent, 2005	26.20%	24.80%
Persons 65 years old and over, percent, 2005	11.50%	12.40%
Female persons, percent, 2005	49.80%	50.70%
White persons, percent, 2005 (a)	95.50%	80.20%
Black persons, percent, 2005 (a)	0.60%	12.80%
American Indian and Alaska Native persons, percent, 2005 (a)	1.40%	1.00%
Asian persons, percent, 2005 (a)	1.00%	4.30%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.10%	0.20%
Persons reporting two or more races, percent, 2005	1.30%	1.50%
Persons of Hispanic or Latino origin, percent, 2005 (b)	9.10%	14.40%
White persons not Hispanic, percent, 2005	87.00%	66.90%
Living in same house in 1995 and 2000, pct 5 yrs old & over	49.60%	54.10%
Foreign born persons, percent, 2000	5.00%	11.10%
Language other than English spoken at home, pct age 5+, 2000	9.30%	17.90%
High school graduates, percent of persons age 25+, 2000	84.70%	80.40%
Bachelor's degree or higher, pct of persons age 25+, 2000	21.70%	24.40%
Persons with a disability, age 5+, 2000	200,498	49,746,248
Mean travel time to work (minutes), workers age 16+, 2000	20	25.5
Median household income, 2003	\$39,859	\$43,318
Per capita money income, 1999	\$17,841	\$21,587
Persons below poverty, percent, 2003	11.80%	12.50%
Business QuickFacts	Idaho	USA
Total number of firms, 2002	121,560	22,974,655
Black-owned firms, percent, 2002	0.30%	5.20%
American Indian and Alaska Native owned firms, percent, 2002	0.90%	0.90%
Asian-owned firms, percent, 2002	0.90%	4.80%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	0.10%	0.10%
Hispanic-owned firms, percent, 2002	2.30%	6.80%
Women-owned firms, percent, 2002	23.70%	28.20%
Geography QuickFacts	Idaho	USA
Land area, 2000 (square miles)	82,747	3,537,438
Persons per square mile, 2000	15.6	79.6
Source: US Census Bureau		

*H. Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps is the state experiencing today, and what skill gaps are projected over the next decade?*

It is easy to appear simplistic and overly general to identify skill gaps. But the reality is that if the gaps summarized here and in the next section could be overcome, business and workers would both prosper, the state's economy would continue to expand and diversify, incomes would rise and the quality of life would be enhanced by an increased ability to invest in the arts and humanities, environmental protection, community infrastructure, facilities and services. There would be expectations that things will continue to get better and better. The major skill gaps are embodied in what is needed to address deficiencies in the existing system. Priority systemic needs are:

Youth must be prepared to become productive adults and workers through access to quality elementary and secondary programs that have demonstrated results. Higher education must be accessible and relevant to current and future global work force needs. And the need for a healthy, educated, and respectful citizenry must be a basic theme running through all levels of education.

Work force intelligence, for example, "world of work," needs to be understandable, effective and available.

Employers should take an active role in developing their employees through training, investing in modern, productive equipment and sharing in the business' growth.

Public agencies, employers, educators and elected leaders have to share a common commitment to foster economic and community development and demonstrate a willingness to work together to achieve this vision.

One way to identify missing critical skills is to look at what sort of skills, or occupational training, the Workforce Investment Act system has provided to Idahoans. **Table H.1: WIA Participants Enrolled in Occupational Training, PY05, Statewide** is a list of enrollments in the adult and dislocated worker programs during PY06. The list is limited to accredited occupational training programs in which 10 or more participants were enrolled. Entered employment rates for adults who received this training are around 90 percent.

Idaho's WIA system considers its primary customer segments as employers, community officials, work force development intermediaries, experienced worker job seekers including dislocated workers, new and returning entrants to the work force, youth both in and out of school and those who might fit into one of the broad customer segments but who have additional skill development needs.

It is unwise to assume that each person or organization within these key customer segments has the same service and skill development needs. However, some examples of needs that can be addressed through WIA activities and the work force development system include:

#### FOR EMPLOYERS, POLICY MAKERS, INTERMEDIARIES AND MEDIA

Labor market information, business requirements information and information on economic and work force trends and needs.

#### FOR EXPERIENCED AND DISLOCATED WORKERS

Employment opportunities, labor market information, retraining and intensive job search assistance including job opportunities out of the local area.

#### FOR NEW ENTRANTS AND RETURNING WORKERS

Labor market information, career guidance, assistance in tailoring job searches, training for those transitioning from public assistance to work along with guidance and case management services and for older workers retraining, skills enhancement, work experience and job search assistance.

#### FOR YOUTH

Basic work skills, assistance in understanding career possibility and training requirements as they make the transition from school to work, part-time or summer employment and informed educational services that not only provide academic and social skills but also prepare students for the work force.

To this end, the Idaho educational system, with substantial support from foundations, has made large investments in multimedia technology for schools, developed multi-district vocational education centers and programs, created cooperative secondary-to-postsecondary technical education programs, sponsored special studies of how well

school curricula meet work force needs and refocused attention on those students who do not attend postsecondary schools. Special initiatives are operating under the State Board of Education to improve graduation rates of Hispanic and Native American Indian youth. The State Board asked for and received additional appropriations to implement enhanced math and science curricula in the public schools.

Table H.1: WIA Participants Enrolled in Occupational Training, PY05, Statewide			
SOC Code	Adult, Dislocated Worker, and Youth Programs Statewide	Number of Training Activities By Occupation	Percent Trained in this Occupational Grouping
29	Healthcare Practitioners and Technical	416	21.6%
31	Healthcare Support	259	13.4%
43	Office and Administrative Support	240	12.4%
53	Transportation and Material Moving	160	8.3%
49	Installation, Maintenance and Repair	129	6.7%
25	Education, Training, and Library	113	5.9%
15	Computer and Mathematical	69	3.6%
21	Community and Social Services	64	3.3%
47	Construction and Extraction	64	3.3%
51	Production	62	3.2%
13	Business and Financial Operations	58	3.0%
17	Architecture and Engineering	54	2.8%
11	Management	53	2.7%
39	Personal Care and Service	39	2.0%
23	Legal	34	1.8%
19	Life, Physical, and Social Sciences	29	1.5%
33	Protective Services	25	1.3%
27	Arts, Design, Entertainment, Sports and Media	22	1.1%
41	Sales and Related	16	0.8%
35	Food Preparation and Serving Related	14	0.7%
45	Farming, Fishing and Forestry	7	0.4%
37	Building and Grounds Cleaning and Maintenance	2	0.1%
	Total Training Activities all Programs	1,929	100.0%

**FOR PERSONS NEEDING OTHER SERVICES**

Workers receiving unemployment insurance, workers' compensation and other program benefits who need prompt and coordinated service during their participation.

Migrant and seasonal farm workers needing job information, worker protection or training, and employment and training program assistance if the worker desires to "settle out".

Economically disadvantaged persons needing comprehensive work force training services including basic education, basic workplace skills, labor market information and intensive job search assistance.

People with disabilities needing special workplace or training accommodations, exposure to and learning how to use technologies that mitigate their disabilities, and advocacy in obtaining employment. Idaho will begin a two-year Navigator project to assist the disabled to avail themselves to the One-Stop and other community services.

Veterans needing job search assistance or supportive services for disabilities. Idaho anticipates more need for services for those who served during the Afghanistan and Iraq wars and have returned to Idaho.

Work force intermediaries such as labor exchange agents, schools, community based organizations, career guidance counselors and teachers need information often available from system partners. Intermediaries need to know how to refer customers to a specific service. Limited financial resources often can be extended through intermediary coordination and joint ventures.

*J. What work force development issues has the state prioritized as being most critical to its economic health and growth?*

The Idaho Workforce Development Council set its strategic direction in its goals and objectives found in Attachments 1 and 1a. These are the most critical, overarching issues that guide Idaho's strategic and programmatic work force development decisions.

#### Strategic Priorities

The last five to 10 years have seen remarkable changes in Idaho's economy and work force. Most have been positive. However, some have had negative effects on some Idaho communities and workers. The Workforce Investment Act affords opportunities to address both the positive and negative results of Idaho's recent economic developments.

The positive aspects provide opportunities for investments that will continue the employment growth, economic diversification, the climb in personal income and a more efficient labor exchange and training system. A key ingredient will be the system's intelligent deployment of educational and training resources in efforts such as generic school-to-work, technical education, worker continuing education and responsive retraining programs. This will be even more challenging as WIA resources dwindle and the need for maximizing their beneficial use increases.

Addressing the negative aspects will require the system to pay particular attention to rural areas caught in the transformation from reliance on natural resource industries to other forms of economic enterprise. It requires the system to prepare dislocated workers for the new information and technology economy. It requires the system to address the persistent problems of poverty, rural transportation, and the inability of some to take advantage of the remarkable economic progress Idaho has made.

Idaho intends to focus on several key, broad economic development initiatives that hold the most promise not only for the state but also for the system's stakeholders. These are not exclusive focal points but are those that should serve as a catalyst for coordinating services, developing specific training programs and challenging the wider work force development system agencies and agents to examine their strategies and programs in light of these priorities. In brief, these are:

The state's high-tech industry strengths were identified in a March 2005 report by Idaho Commerce & Labor's Office of Science and Technology as: imaging, power and energy, agriculture biosciences, and nano-science. The effort was the result of months of input from Idaho's major universities, the Idaho National Laboratory, and science and technology professionals from throughout the state.

Continuing efforts must be made to bring adequately trained workers into the new manufacturing environment that takes advantage of these strengths. Additionally, trained workers must be available to existing employers whose market potential can be realized through increased production and expansion.

One of the priorities identified is the need for state agencies, businesses, financial backers and all other stakeholders to coordinate and cooperate on joint ventures. This is the only way the state's limited resources for economic and workforce talent development can be maximized and sustained.

Connecting Idaho, an accelerated highway program is designed to overcome one of Idaho's most severe obstacles to economic development. The state's geography and topography have long precluded constructing modern highway systems, especially north-south routes. The proposal was accepted and money is flowing into the project. This major effort will require a large number of heavy equipment operators and maintenance workers. Because of the nature of the work, the projects will also require persons trained in new design techniques, technicians, laboratory workers, field testers, environmental specialists and logisticians just to name a few high-paying occupations that will be in demand.

Other factors that must be considered are public policies concerning economic development, education, welfare, the environment and Idaho's place in the global economy. Factors of a more local nature include assimilating an increasingly multicultural population, managing population growth and having the necessary transportation and utility infrastructure to facilitate economic development.

The nation, Idaho and local communities have long-standing commitments to work force development. Although funding for schools, training and labor exchange is significant, it is still limited and becoming more so. Therefore, the managers of these funds must be committed to spending them wisely in ways that will bring the most benefit to Idaho citizens.

TABLE C.1: High-Demand Occupations in Idaho, 2004 - 2014  
(Ranked by Annual Job Openings)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Change in Employ	Annual Job Openings*	Percent Change
	Total, All Occupations	655,963	807,569	151,606	31,020	23.11
41-2030	Retail Salespersons	18,525	25,110	6,585	1,332	35.55
41-2011	Cashiers	14,831	17,562	2,731	995	18.41
35-3030	Waiters and Waitresses	10,983	13,358	2,375	803	21.62
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	10,251	12,693	2,442	689	23.82
11-1020	General and Operations Managers	12,472	16,307	3,835	619	30.75
29-1110	Registered Nurses	9,969	13,815	3,846	593	38.58
43-4050	Customer Service Representatives	9,024	12,989	3,965	531	43.94
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	9,440	11,612	2,172	526	23.01
53-3032	Truck Drivers, Heavy and Tractor-Trailer	11,863	14,980	3,117	505	26.27
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	10,354	13,082	2,728	469	26.35
43-9060	Office Clerks, General	11,388	13,208	1,820	434	15.98
25-2030	Secondary School Teachers, Except Special and Vocational Education	9,179	10,439	1,260	385	13.73
25-2020	Elementary and Middle School Teachers, Except Special Education	9,736	11,271	1,535	369	15.77
25-1000	Postsecondary Teachers	5,596	7,962	2,366	363	42.28
43-3030	Bookkeeping, Accounting, and Auditing Clerks	9,928	11,609	1,681	354	16.93
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	8,431	9,455	1,024	341	12.15
43-6011	Executive Secretaries and Administrative Assistants	7,832	9,722	1,890	339	24.13
47-2030	Carpenters	7,617	9,451	1,834	307	24.08
31-1012	Nursing Aides, Orderlies, and Attendants	6,995	9,140	2,145	306	30.66
49-9042	Maintenance and Repair Workers, General	6,066	7,841	1,775	294	29.26
43-4170	Receptionists and Information Clerks	4,766	6,393	1,627	280	34.14
47-2060	Construction Laborers	7,082	8,942	1,860	280	26.26
41-4012	Sales Reps Wholesale and Manufacturing, Except Technical & Scientific Products	4,934	6,419	1,485	278	30.10
37-3011	Landscaping and Groundskeeping Workers	6,146	7,527	1,381	272	22.47
43-1010	First-Line Supervisors/Managers of Office and administrative Support Workers	6,048	7,368	1,320	262	21.83

Occ. Code	Occupational Title	Employment 2004	Employment 2014	Change in Employment	Annual Job Openings*	Percent Change
11-1010	Chief Executives	5,745	7,156	1,411	250	24.56
43-5080	Stock Clerks and Order Fillers	5,204	5,777	573	250	11.01
41-1011	First-Line Supervisors/Managers of Retail Sales Workers	8,632	9,564	932	248	10.80
43-6014	Secretaries, Except Legal, Medical, and Executive	7,170	7,994	824	220	11.49
49-3023	Automotive Service Technicians and Mechanics	4,409	5,400	991	216	22.48
35-2014	Cooks, Restaurant	4,034	4,913	879	213	21.79
51-2092	Team Assemblers	3,789	4,895	1,106	209	29.19
		2004	2014	Change	Annual	
Occ. Code	Occupational Title	Employment	Employment	in Employment	Job Openings*	Percent Change
25-9040	Teacher Assistants	5,798	6,726	928	205	16.01
31-1011	Home Health Aides	2,781	4,445	1,664	203	59.83
53-3033	Truck Drivers, Light or Delivery Services	5,094	6,644	1,550	202	30.43
13-2010	Accountants and Auditors	3,660	4,951	1,291	198	35.27
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	2,133	2,692	559	195	26.21
43-3070	Tellers	2,651	3,272	621	193	23.43
39-9020	Personal and Home Care Aides	2,722	4,179	1,457	189	53.53
37-2012	Maids and Housekeeping Cleaners	4,485	5,408	923	187	20.58
35-3010	Bartenders	2,948	3,567	619	178	21.00
11-9011	Farm, Ranch, and Other Agricultural Managers	2,968	4,139	1,171	168	39.45
47-2110	Electricians	3,248	4,275	1,027	167	31.62
33-3051	Police and Sheriff's Patrol Officers	2,935	3,787	852	161	29.03
35-2020	Food Preparation Workers	2,601	3,252	651	157	25.03
35-2011	Cooks, Fast Food	2,962	3,580	618	154	20.86
35-1012	First-Line Supervisors/Managers of Food Preparation and Serving Workers	3,375	4,089	714	152	21.16
Source: Idaho Department of Labor (Idaho Commerce and Labor), April 2007						

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
	Total, All Occupations	655,963	807,569	31,020	\$12.87	
11-9032	Education Administrators, Elementary and Secondary School	1,011	1,140	38	\$67,758	Work exp + BA/BS or higher degree
53-2011	Airline Pilots, Copilots, and Flight Engineers	98	115	4	\$53,407	Bachelor's degree
53-2012	Commercial Pilots	192	220	8	\$48,736	Postsecondary vocational training
25-2030	Secondary School Teachers, Except Special and Vocational Education	9,179	10,439	385	\$40,486	Bachelor's degree
25-2020	Elementary and Middle School Teachers, Except Special Education	9,736	11,271	369	\$40,343	Bachelor's degree
27-2021	Athletes and Sports Competitors	196	220	6	\$39,641	Long-term on-the-job training
29-9091	Athletic Trainers	30	40	2	\$32,740	Bachelor's degree
27-2022	Coaches and Scouts	1,051	1,166	32	\$21,362	Long-term on-the-job training
25-9040	Teacher Assistants	5,798	6,726	205	\$18,749	Short-term on-the-job training
27-2023	Umpires, Referees, and Other Sports Officials	70	82	3	\$13,775	Long-term on-the-job training
23-1023	Judges, Magistrate Judges, and Magistrates	79	83	1	\$54.43	Work exp + BA/BS or higher degree
17-2160	Nuclear Engineers	385	523	25	\$48.94	Bachelor's degree
17-2040	Chemical Engineers	211	314	17	\$46.38	Bachelor's degree
11-9040	Engineering Managers	1,168	1,446	51	\$44.14	Work exp + BA/BS or higher degree
29-1050	Pharmacists	1,063	1,657	80	\$40.97	First professional degree
19-2012	Physicists	296	381	18	\$39.27	Doctoral degree
19-1021	Biochemists and Biophysicists	45	59	3	\$38.73	Doctoral degree
19-2021	Atmospheric and Space Scientists	50	52	2	\$38.10	Bachelor's degree
53-2021	Air Traffic Controllers	77	83	3	\$37.87	Long-term on-the-job training
11-1010	Chief Executives	5,745	7,156	250	\$36.12	Work exp + BA/BS or higher degree
11-2021	Marketing Managers	1,080	1,363	48	\$35.92	Work exp + BA/BS or higher degree
15-1032	Computer Software Engineers, Systems	1,073	1,755	79	\$35.80	Bachelor's degree
53-6051	Software Transportation Inspectors	50	56	2	\$35.80	Work exp.in a related occupation
17-2072	Electronics Engineers, Except Computer	363	464	17	\$35.13	Bachelor's degree
23-1010	Lawyers	2,620	3,293	101	\$34.43	First professional degree
29-1081	Podiatrists	30	35	1	\$33.26	First professional degree

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
17-2111	Health and Safety Engineers, Except Mining Engineers and Inspectors	80	97	4	\$33.25	Bachelor's degree
15-1031	Computer Software Engineers, Applications	1,526	2,448	107	\$32.87	Bachelor's degree
17-2150	Mining and Geological Engineers, Including Mining Safety Engineers	39	43	2	\$32.84	Bachelor's degree
11-3020	Computer and Information Systems Managers	1,002	1,379	56	\$32.72	Work exp + BA/BS or higher degree
11-9033	Education Administrators, Postsecondary	353	445	18	\$32.10	Work exp + BA/BS or higher degree
17-2112	Industrial Engineers	969	1,383	65	\$32.09	Bachelor's degree
29-2020	Dental Hygienists	939	1,404	55	\$31.48	Associate degree
29-1070	Physician Assistants	366	573	26	\$31.21	Bachelor's degree
11-3050	Industrial Production Managers	675	790	25	\$30.06	Bachelor's degree
11-9110	Medical and Health Services Managers	1,413	1,830	69	\$29.50	Work exp + BA/BS or higher degree
15-2041	Statisticians	39	44	2	\$29.48	Master's degree
51-8013	Power Plant Operators	107	125	5	\$29.22	Long-term on-the-job training
29-1123	Physical Therapists	614	851	30	\$28.89	Master's degree
19-2043	Hydrologists	123	139	4	\$28.79	Bachelor's degree
15-1050	Computer Systems Analysts	1,365	1,821	61	\$28.71	Bachelor's degree
11-9020	Construction Managers	3,868	4,262	110	\$28.65	Bachelor's degree
33-1020	First-Line Supervisors/Managers of Fire Fighting and Prevention Workers	248	338	19	\$28.60	Work exp.in a related occupation
11-9120	Natural Sciences Managers	643	668	15	\$28.22	Work exp + BA/BS or higher degree
19-2042	Geoscientists, Except Hydrologists and Geographers	76	81	2	\$28.09	Bachelor's degree
19-2031	Chemists	329	424	20	\$27.94	Bachelor's degree
41-9030	Sales Engineers	120	157	7	\$27.86	Bachelor's degree
29-2032	Diagnostic Medical Sonographers	189	269	12	\$27.52	Associate degree
17-2050	Civil Engineers	1,166	1,530	55	\$27.40	Bachelor's degree
19-1031	Conservation Scientists	331	316	10	\$27.27	Bachelor's degree
53-4000	Rail Transportation Workers	762	848	36	\$27.06	Moderate-term on-the-job training
49-9051	Electrical Power-Line Installers and Repairers	643	800	36	\$27.03	Long-term on-the-job training
19-1013	Soil and Plant Scientists	252	257	5	\$26.98	Bachelor's degree
11-3060	Purchasing Managers	380	454	16	\$26.96	Work exp + BA/BS or higher degree

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level Work exp + BA/BS or higher degree
11-3030	Financial Managers	2,846	3,660	122	\$26.94	degree
29-1130	Veterinarians	450	568	23	\$26.93	First professional degree
17-2140	Mechanical Engineers	502	680	32	\$26.72	Bachelor's degree
29-9011	Occupational Health and Safety Specialists	128	165	7	\$26.69	Bachelor's degree
17-1011	Architects, Except Landscape and Naval Medical Appliance Technicians	608	791	25	\$26.45	Bachelor's degree
51-9082	Technicians	62	89	4	\$26.25	Long-term on-the-job training
29-1124	Radiation Therapists	149	188	7	\$26.17	Associate degree
19-1042	Medical Scientists, Except Epidemiologists	58	82	3	\$25.92	Doctoral degree
29-1122	Occupational Therapists	452	611	22	\$25.60	Bachelor's degree
17-1012	Landscape Architects	67	81	2	\$25.45	Bachelor's degree
13-2051	Financial Analysts	308	362	10	\$25.38	Bachelor's degree
17-2021	Agricultural Engineers	109	139	7	\$25.18	Bachelor's degree
19-1012	Food Scientists and Technologists	137	141	3	\$25.12	Bachelor's degree
11-2022	Sales Managers	1,879	2,464	93	\$25.05	Work exp + BA/BS or higher degree
11-3041	Compensation and Benefits Managers	392	554	23	\$24.97	Work exp + BA/BS or higher degree
29-1040	Optometrists	262	311	12	\$24.93	First professional degree
17-2080	Environmental Engineers	244	366	16	\$24.80	Bachelor's degree
47-5030	Explosives Workers, Ordnance Handling Experts and Blasters	80	94	4	\$24.73	Moderate-term on-the-job training
11-9131	Postmasters and Mail Superintendents	202	241	8	\$24.66	Work exp.in a related occupation
13-1110	Management Analysts	1,345	1,610	45	\$24.61	Work exp + BA/BS or higher degree
15-1020	Computer Programmers	1,109	1,245	40	\$24.49	Bachelor's degree
19-3021	Market Research Analysts	359	506	24	\$24.47	Bachelor's degree
17-3025	Environmental Engineering Technicians	424	646	31	\$24.43	Associate degree
11-1020	General and Operations Managers	12,472	16,307	619	\$24.36	Work exp + BA/BS or higher degree
17-3027	Mechanical Engineering Technicians	231	320	14	\$24.32	Associate degree
19-2041	Environmental Scientists and Specialists, Including Health	734	962	36	\$24.30	Bachelor's degree
29-1121	Audiologists	126	151	6	\$24.21	Master's degree
13-2040	Credit Analysts	248	289	8	\$23.99	Bachelor's degree
27-3043	Writers and Authors	581	580	10	\$23.93	Bachelor's degree
13-1032	Insurance Appraisers, Auto Damage	47	56	2	\$23.83	Long-term on-the-job training
29-1010	Chiropractors	454	516	15	\$23.82	First professional degree

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
19-3041	Sociologists	144	134	5	\$23.81	Master's degree
51-8091	Chemical Plant and System Operators	493	506	17	\$23.78	Long-term on-the-job training
19-4050	Nuclear Technicians	71	104	5	\$23.77	Associate degree
29-1127	Speech-Language Pathologists	354	428	16	\$23.66	Master's degree
25-9030	Instructional Coordinators	120	169	7	\$23.65	Master's degree
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	1,230	1,817	84	\$23.65	Postsecondary vocational training
11-3042	Managers	122	170	7	\$23.59	Work exp + BA/BS or higher degree
29-1110	Registered Nurses	9,969	13,815	593	\$23.57	Associate degree
29-2033	Nuclear Medicine Technologists	53	67	2	\$23.54	Associate degree
33-1012	First-Line Supervisors/Managers of Police and Detectives	654	838	40	\$23.54	Work exp.in a related occupation
13-1081	Logisticians	96	111	3	\$23.41	Bachelor's degree
13-2072	Loan Officers	1,784	2,187	69	\$23.37	Bachelor's degree
19-3091	Anthropologists and Archeologists	68	79	3	\$23.32	Master's degree
49-9052	Telecommunications Line Installers and Repairers	244	451	27	\$23.31	Long-term on-the-job training
25-1000	Postsecondary Teachers	5,596	7,962	363	\$23.22	Doctoral degree
47-2010	Boilermakers	49	61	3	\$22.97	Long-term on-the-job training
19-3011	Economists	38	42	2	\$22.93	Bachelor's degree
19-4092	Forensic Science Technicians	30	43	2	\$22.93	Associate degree
13-1060	Emergency Management Specialists	79	99	4	\$22.86	Work exp.in a related occupation
19-3051	Urban and Regional Planners	197	253	12	\$22.68	Master's degree
15-2030	Operations Research Analysts	222	245	7	\$22.67	Master's degree
13-1072	Compensation, Benefits, and Job Analysis Specialists	300	428	17	\$22.62	Bachelor's degree
41-9091	Door-To-Door Sales Workers, News and Street Vendors, and Related Workers	1,631	1,481	39	\$22.52	Short-term on-the-job training
47-2021	Brickmasons and Blockmasons	619	766	24	\$22.35	Long-term on-the-job training
11-2010	Advertising and Promotions Managers	402	528	20	\$22.17	Work exp + BA/BS or higher degree
43-5051	Postal Service Clerks	325	387	15	\$22.09	Short-term on-the-job training
19-3031	Clinical, Counseling, and School Psychologists	765	854	26	\$22.01	Master's degree
15-1070	Network and Computer Systems	788	1,219	52	\$21.98	Bachelor's degree

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
	Administrators					
27-3030	Public Relations Specialists	435	570	20	\$21.95	Bachelor's degree
11-3070	Transportation, Storage, and Distribution Managers	460	552	18	\$21.91	Work exp.in a related occupation
33-2021	Fire Inspectors and Investigators	67	70	2	\$21.80	Work exp.in a related occupation
11-2030	Public Relations Managers	295	385	14	\$21.78	Work exp + BA/BS or higher degree
41-1012	First-Line Supervisors/Managers of Non-Retail Sales Workers	1,818	1,959	48	\$21.77	Work exp.in a related occupation
23-1021	Administrative Law Judges, Adjudicators, and Hearing Officers	37	40	1	\$21.76	Work exp + BA/BS or higher degree
47-2110	Electricians	3,248	4,275	167	\$21.69	Long-term on-the-job training
27-1011	Art Directors	286	313	9	\$21.62	Work exp + BA/BS or higher degree
27-3042	Technical Writers	616	873	43	\$21.52	Bachelor's degree
17-3023	Electrical and Electronic Engineering Technicians	1,291	1,742	72	\$21.51	Associate degree
43-5052	Postal Service Mail Carriers	1,317	1,573	67	\$21.50	Short-term on-the-job training
17-1022	Surveyors	362	494	26	\$21.40	Bachelor's degree
33-3021	Detectives and Criminal Investigators	394	494	21	\$21.32	Work exp.in a related occupation
13-2030	Budget Analysts	275	340	11	\$21.29	Bachelor's degree
49-1010	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	2,117	2,659	107	\$21.27	Work exp.in a related occupation
13-2081	Tax Examiners, Collectors, and Revenue Agents	311	325	9	\$21.25	Bachelor's degree
21-1012	Educational, Vocational, and School Counselors	1,069	1,193	37	\$21.15	Master's degree
13-1050	Cost Estimators	896	1,267	57	\$21.13	Bachelor's degree
13-2053	Insurance Underwriters	163	185	5	\$21.12	Bachelor's degree
19-1032	Foresters	390	476	20	\$20.83	Bachelor's degree
13-2060	Financial Examiners	73	91	4	\$20.74	Bachelor's degree
19-1022	Microbiologists	106	140	7	\$20.69	Doctoral degree
29-2011	Medical and Clinical Laboratory Technologists	339	459	21	\$20.59	Bachelor's degree
33-3031	Fish and Game Wardens	102	118	4	\$20.42	Long-term on-the-job training
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	160	195	8	\$20.40	Moderate-term on-the-job training

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
33-1011	First-Line Supervisors/Managers of Correctional Officers	46	60	3	\$20.39	Work exp.in a related occupation	
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	1,447	1,825	76	\$20.36	Moderate-term training	on-the-job
21-1013	Marriage and Family Therapists	53	71	3	\$20.30	Master's degree	
41-3030	Securities, Commodities, and Financial Services Sales Agents	727	969	32	\$20.21	Bachelor's degree	
29-1126	Respiratory Therapists	420	571	29	\$20.19	Associate degree	
49-9062	Medical Equipment Repairers	189	236	10	\$20.15	Moderate-term training	on-the-job
29-2054	Respiratory Therapy Technicians	236	260	6	\$20.10	Postsecondary training	vocational
29-2031	Cardiovascular Technologists and Technicians	133	175	7	\$20.09	Associate degree	
47-5041	Continuous Mining Machine Operators	168	197	8	\$20.06	Moderate-term training	on-the-job
11-9071	Gaming Managers	56	67	2	\$20.05	Work exp + BA/BS or higher degree	
13-2010	Accountants and Auditors	3,660	4,951	198	\$19.95	Bachelor's degree	
27-2041	Music Directors and Composers	39	39	1	\$19.94	Work exp + BA/BS or higher degree	
29-2034	Radiologic Technologists and Technicians	671	922	38	\$19.93	Associate degree	
47-4060	Rail-Track Laying and Maintenance Equipment Operators	41	40	1	\$19.91	Moderate-term training	on-the-job
43-5053	Postal Service Mail Sorters, Processors, and Processing Machine Operators	606	722	28	\$19.89	Short-term on-the-job training	
19-1023	Zoologists and Wildlife Biologists	382	412	15	\$19.70	Doctoral degree	
11-3010	Administrative Services Managers	1,569	2,053	79	\$19.69	Work exp + BA/BS or higher degree	
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	1,090	1,343	52	\$19.62	Bachelor's degree	
13-2020	Appraisers and Assessors of Real Estate	1,131	1,265	38	\$19.53	Postsecondary training	vocational
47-2170	Reinforcing Iron and Rebar Workers	53	73	3	\$19.53	Long-term on-the-job training	
21-1022	Medical and Public Health Social Workers	449	605	23	\$19.38	Bachelor's degree	
49-3010	Aircraft Mechanics and Service	377	434	15	\$19.35	Postsecondary training	vocational

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
	Numerical Tool and Process Control Technicians					
51-4012	Programmers	26	31	1	\$19.33	Long-term on-the-job training
21-1091	Health Educators	132	167	6	\$19.28	Master's degree
47-4010	Construction and Building Inspectors	469	613	25	\$19.28	Work exp.in a related occupation Postsecondary vocational training
49-2091	Avionics Technicians	77	70	2	\$19.24	Postsecondary vocational training
17-3012	Electrical and Electronics Drafters	123	147	6	\$19.17	Postsecondary vocational training
29-9012	Occupational Health and Safety Technicians	43	60	3	\$19.16	Postsecondary vocational award
11-9060	Funeral Directors	165	174	6	\$19.08	Associate degree
19-4010	Agricultural and Food Science Technicians	456	611	24	\$19.06	Associate degree
13-1031	Claims Adjusters, Examiners, and Investigators	667	779	19	\$19.05	Long-term on-the-job training
11-9150	Social and Community Service Managers	495	644	24	\$19.01	Bachelor's degree Postsecondary vocational training
23-2091	Court Reporters	60	67	1	\$18.95	
13-1071	Employment, Recruitment, and Placement Specialists	479	645	24	\$18.90	Bachelor's degree
11-9031	Education Administrators, Preschool and Child Care Center/Program	604	782	33	\$18.79	Work exp + BA/BS or higher degree
29-1030	Dietitians and Nutritionists	207	243	9	\$18.79	Bachelor's degree
47-1010	First-Line Supervisors/Managers of Construction Trades and Extraction Workers	3,718	4,554	147	\$18.78	Work exp.in a related occupation
17-3026	Industrial Engineering Technicians	165	216	9	\$18.77	Associate degree
23-2010	Paralegals and Legal Assistants	655	957	36	\$18.74	Associate degree
39-1011	Gaming Supervisors	146	180	7	\$18.66	Work exp.in a related occupation
51-1010	First-Line Supervisors/Managers of Production and Operating Workers	3,131	3,723	125	\$18.63	Work exp.in a related occupation
19-4091	Environmental Science and Protection Technicians, Including Health	100	122	5	\$18.54	Associate degree
17-1021	Cartographers and Photogrammetrists	117	150	7	\$18.47	Bachelor's degree
53-3011	Ambulance Drivers and Attendants, Except Emergency	101	133	4	\$18.42	Moderate-term on-the-job training

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Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
	Medical Technicians						
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical & Scientific Products	4,934	6,419	278	\$18.15	Moderate-term training	on-the-job
13-1040	Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation Physical Therapist Assistants	552	658	24	\$18.13	Long-term on-the-job training	
31-2021	Aircraft Cargo Handling Supervisors	279	385	15	\$18.12	Associate degree	
53-1010	Tile and Marble Setters	26	37	2	\$18.09	Work exp.in a related occupation	
47-2044	Police and Sheriff's Patrol Officers	204	272	10	\$18.09	Long-term on-the-job training	
33-3051	Plumbers, Pipefitters, and Steamfitters	2,935	3,787	161	\$18.05	Long-term on-the-job training	
47-2152	Training and Development Specialists	2,257	2,990	125	\$17.98	Long-term on-the-job training	
13-1073	Stationary Engineers and Boiler Operators	1,236	1,480	43	\$17.97	Bachelor's degree	
51-8020	Paper Goods Machine Setters, Operators, and Tenders	146	171	5	\$17.96	Long-term on-the-job training	
51-9196	Advertising Sales Agents	183	186	4	\$17.80	Moderate-term training	on-the-job
41-3010	Farm, Ranch, and Other Agricultural Managers	922	1,127	38	\$17.79	Moderate-term training	on-the-job
11-9011	Architectural and Civil Drafters	2,968	4,139	168	\$17.76	Work exp + BA/BS or higher degree	
17-3011	Tool and Die Makers	462	569	24	\$17.72	Postsecondary training	vocational
51-4110	Civil Engineering Technicians	170	196	6	\$17.72	Long-term on-the-job training	
17-3022	Computer Support Specialists	581	711	25	\$17.65	Associate degree	
15-1040	First-Line Supervisors/Managers of Transportation Material-Moving Machine & Vehicle Oper	1,956	2,557	84	\$17.64	Associate degree	
53-1030	Nonfarm Animal Caretakers	695	883	35	\$17.58	Work exp.in a related occupation	
39-2020	Purchasing Agents and Buyers, Farm Products	2,278	3,134	142	\$17.54	Short-term on-the-job training	
13-1021	First-Line Supervisors/Managers of Office and Administrative Support Workers	103	133	7	\$17.18	Work exp.in a related occupation	
43-1010		6,048	7,368	262	\$17.16	Work exp.in a related occupation	

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(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
25-4020	Librarians	191	223	8	\$17.15	Master's degree	
15-1080	Network Systems and Data Communications Analysts	727	1,185	54	\$17.04	Bachelor's degree	
13-1120	Meeting and Convention Planners	52	67	3	\$16.97	Bachelor's degree	
23-1022	Arbitrators, Mediators, and Conciliators	56	73	2	\$16.95	Work exp + BA/BS or higher degree	
45-1011	First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	1,113	1,147	29	\$16.94	Moderate-term training	on-the-job
13-2052	Personal Financial Advisors	491	635	21	\$16.90	Bachelor's degree	
47-2022	Stonemasons	281	360	12	\$16.87	Long-term on-the-job training	
27-1021	Commercial and Industrial Designers	199	235	6	\$16.85	Bachelor's degree	
19-4030	Chemical Technicians	274	348	14	\$16.84	Associate degree	
23-2092	Law Clerks	140	153	3	\$16.79	Bachelor's degree	
23-2093	Title Examiners, Abstractors, and Searchers	687	680	8	\$16.78	Moderate-term training	on-the-job
29-2055	Surgical Technologists	241	327	12	\$16.74	Postsecondary training	vocational
43-4010	Brokerage Clerks	262	375	15	\$16.74	Moderate-term training	on-the-job
21-2021	Directors, Religious Activities and Education	42	58	2	\$16.73	Bachelor's degree	
19-4040	Geological and Petroleum Technicians	40	45	2	\$16.73	Associate degree	
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	845	1,004	34	\$16.68	Postsecondary training	vocational
27-1025	Interior Designers	154	208	8	\$16.67	Bachelor's degree	
53-7020	Crane and Tower Operators	111	143	6	\$16.64	Moderate-term training	on-the-job
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	143	174	6	\$16.63	Postsecondary training	vocational
33-2010	Fire Fighters	1,011	1,419	70	\$16.47	Long-term on-the-job training	
45-4022	Logging Equipment Operators	1,610	1,481	30	\$16.46	Moderate-term training	on-the-job
27-1024	Graphic Designers	1,229	1,489	42	\$16.45	Bachelor's degree	
17-3013	Mechanical Drafters	256	317	13	\$16.39	Postsecondary training	vocational
21-1014	Mental Health Counselors	267	352	15	\$16.33	Master's degree	
49-3023	Automotive Service Technicians and Mechanics	4,409	5,400	216	\$16.28	Postsecondary training	vocational
49-3021	Automotive Body and Related Repairers	751	881	28	\$16.27	Long-term on-the-job training	

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(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
21-1092	Probation Officers and Correctional Treatment Specialists	505	628	21	\$16.26	Bachelor's degree	on-the-job training
47-2210	Sheet Metal Workers	616	855	39	\$16.25	Moderate-term training	Work exp + BA/BS or higher degree
27-3021	Broadcast News Analysts	35	37	1	\$16.16		
49-9020	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,503	2,125	82	\$16.14	Long-term on-the-job training	
49-3030	Bus and Truck Mechanics and Diesel Engine Specialists	1,244	1,531	61	\$16.11	Postsecondary training	vocational training
41-9022	Real Estate Sales Agents	1,277	1,290	27	\$16.09	Postsecondary training	vocational training
47-2041	Carpet Installers	363	401	10	\$16.07	Moderate-term training	on-the-job training
21-1011	Substance Abuse and Behavioral Disorder Counselors	179	244	11	\$16.06	Master's degree	
43-5060	Production, Planning, and Expediting Clerks	817	1,029	41	\$16.01	Short-term on-the-job training	
51-4032	Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	74	83	3	\$15.99	Moderate-term training	on-the-job training
29-2060	Licensed Practical and Licensed Vocational Nurses	3,133	3,803	135	\$15.91	Postsecondary training	vocational training
53-1020	First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	565	682	25	\$15.90	Work exp.in a related occupation	
47-2073	Operating Engineers and Other Construction Equipment Operators	2,330	3,097	137	\$15.89	Moderate-term training	on-the-job training
45-4021	Fallers	542	462	10	\$15.87	Moderate-term training	on-the-job training
49-9044	Millwrights	476	592	23	\$15.85	Long-term on-the-job training	
51-4040	Machinists	1,072	1,289	47	\$15.78	Long-term on-the-job training	
51-9070	Jewelers and Precious Stone and Metal Workers	133	146	4	\$15.74	Postsecondary training	vocational training
49-9043	Maintenance Workers, Machinery	397	444	14	\$15.72	Long-term on-the-job training	
41-3040	Travel Agents	526	524	12	\$15.69	Postsecondary training	vocational training
47-2151	Pipelayers	552	703	28	\$15.63	Moderate-term training	on-the-job training
37-1012	First-Line Supervisors/Managers of Landscaping, Lawn Service, & Groundskeeping	1,292	1,418	25	\$15.57	Work exp.in a related occupation	

Table D.I: High Wage Occupations & Projected Employment, 2004 - 2014  
(Ranked by Wage)

Occ. Code	Occupational Title Workers	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
43-5040	Meter Readers, Utilities	243	159	8	\$15.52	Short-term on-the-job training	
51-9050	Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	118	133	4	\$15.51	Moderate-term training	on-the-job
53-7032	Excavating and Loading Machine and Dragline Operators	792	970	40	\$15.43	Moderate-term training	on-the-job
37-2020	Pest Control Workers	73	91	3	\$15.36	Moderate-term training	on-the-job
41-3020	Insurance Sales Agents	1,704	1,791	49	\$15.35	Bachelor's degree	
27-3041	Editors	388	446	15	\$15.34	Bachelor's degree	on-the-job
47-2082	Tapers	379	463	17	\$15.31	Moderate-term training	on-the-job
51-4033	Grinding, Lapping, Polishing, & Buffing Machine Tool Setters, Oper, & Tenders, Metal & Plastic	186	203	5	\$15.19	Moderate-term training	on-the-job
47-5020	Earth Drillers, Except Oil and Gas	217	279	11	\$15.19	Moderate-term training	on-the-job
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	107	105	2	\$15.18	Long-term on-the-job training	
13-1022	Wholesale and Retail Buyers, Except Farm Products	615	757	30	\$15.15	Bachelor's degree	
45-2010	Agricultural Inspectors	204	216	6	\$15.15	Work exp.in a related occupation	
51-5021	Job Printers	227	237	6	\$15.15	Long-term on-the-job training	
47-2081	Drywall and Ceiling Tile Installers	874	1,051	37	\$15.13	Moderate-term training	on-the-job
47-2071	Paving, Surfacing, and Tamping Equipment Operators	387	528	20	\$15.12	Moderate-term training	on-the-job
47-4050	Highway Maintenance Workers	1,325	1,834	70	\$15.11	Moderate-term training	on-the-job
45-4023	Log Graders and Scalers	242	240	5	\$15.08	Moderate-term training	on-the-job
21-2010	Clergy	103	134	5	\$15.06	Master's degree	
21-1021	Child, Family, and School Social Workers	412	555	21	\$15.02	Bachelor's degree	
41-9021	Real Estate Brokers	472	459	9	\$15.01	Work exp.in a related occupation	
49-9030	Home Appliance Repairers	399	467	16	\$14.98	Long-term on-the-job training	
49-3051	Motorboat Mechanics	97	114	4	\$14.97	Long-term on-the-job training	
51-9194	Etchers and Engravers	47	53	2	\$14.92	Long-term on-the-job training	
51-4191	Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	52	60	2	\$14.91	Moderate-term training	on-the-job

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(Ranked by Wage)

Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
51-3091	Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	200	231	9	\$14.88	Short-term on-the-job training
47-2180	Roofers	808	1,058	44	\$14.80	Moderate-term on-the-job training
43-5010	Cargo and Freight Agents	95	100	3	\$14.79	Moderate-term on-the-job training
33-3011	Bailiffs	75	96	4	\$14.74	Moderate-term on-the-job training
25-9020	Farm and Home Management Advisors	122	142	4	\$14.73	Bachelor's degree
47-3011	Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	349	502	30	\$14.72	Short-term on-the-job training
49-2098	Security and Fire Alarm Systems Installers	58	81	3	\$14.70	Postsecondary vocational training
29-2012	Medical and Clinical Laboratory Technicians	420	567	26	\$14.68	Associate degree
21-1015	Rehabilitation Counselors	1,081	1,343	51	\$14.63	Master's degree
53-7072	Pump Operators, Except Wellhead Pumpers	55	48	1	\$14.61	Moderate-term on-the-job training
39-5092	Manicurists and Pedicurists	128	147	4	\$14.54	Postsecondary vocational training
29-1125	Recreational Therapists	89	97	3	\$14.48	Bachelor's degree
27-2012	Producers and Directors	138	150	3	\$14.35	Work exp + BA/BS or higher degree
13-2082	Tax Preparers	325	377	11	\$14.28	Moderate-term on-the-job training
43-6011	Executive Secretaries and Administrative Assistants	7,832	9,722	339	\$14.26	Moderate-term on-the-job training
41-1011	First-Line Supervisors/Managers of Retail Sales Workers	8,632	9,564	248	\$14.24	Work exp.in a related occupation
51-9012	Separating, Filtering, Clarifying, Precipitating, & Still Machine Setters, Operators, & Tenders	229	245	9	\$14.24	Moderate-term on-the-job training
43-4160	Human Resources Assistants, Except Payroll and Timekeeping	560	692	25	\$14.24	Short-term on-the-job training
43-5032	Dispatchers, Except Police, Fire, and Ambulance	729	865	29	\$14.21	Moderate-term on-the-job training
51-8030	Water and Liquid Waste Treatment Plant and System	562	765	40	\$14.14	Long-term on-the-job training

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Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
	Operators						
43-4060	Eligibility Interviewers, Government Programs	537	534	14	\$14.09	Moderate-term training	on-the-job
51-2040	Structural Metal Fabricators and Fitters	358	449	18	\$14.01	Moderate-term training	on-the-job
43-6012	Legal Secretaries	1,350	1,863	77	\$13.98	Postsecondary training	vocational
47-3013	Helpers--Electricians	82	105	6	\$13.98	Short-term on-the-job training	vocational
31-9010	Massage Therapists	1,310	1,358	30	\$13.95	Postsecondary training	vocational
51-4022	Forging Machine Setters, Operators, and Tenders, Metal and Plastic Occupational	34	35	1	\$13.95	Moderate-term training	on-the-job
31-2011	Therapist Assistants	43	56	2	\$13.94	Associate degree	
49-9096	Riggers	68	93	4	\$13.93	Short-term on-the-job training	
51-4021	Extruding and Drawing Machine Setters, Operators, and Tender	78	81	3	\$13.92	Moderate-term training	on-the-job
29-2040	Emergency Medical Technicians and Paramedics	579	773	26	\$13.83	Postsecondary training	vocational
53-3032	Truck Drivers, Heavy and Tractor-Trailer	11,863	14,980	505	\$13.82	Moderate-term training	on-the-job
47-2030	Carpenters	7,617	9,451	307	\$13.77	Long-term on-the-job training	
51-9021	Crushing, and Grinding, and Polishing Machine Setters, Operators, and Tenders	569	592	17	\$13.75	Moderate-term training	on-the-job
43-3060	Procurement Clerks	431	489	17	\$13.74	Short-term on-the-job training	
31-9094	Medical Transcriptionists	615	765	26	\$13.73	Postsecondary training	vocational
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	441	511	19	\$13.71	Moderate-term training	on-the-job
43-4040	Credit Authorizers, Checkers, and Clerks	614	473	12	\$13.70	Short-term on-the-job training	
43-5031	Police, Fire, and Ambulance Dispatchers	582	747	29	\$13.69	Moderate-term training	on-the-job
13-2071	Loan Counselors	142	201	8	\$13.66	Bachelor's degree	
49-9042	Maintenance and Repair Workers, General	6,066	7,841	294	\$13.66	Long-term on-the-job training	
49-3022	Automotive Glass Installers and Repairers	179	266	12	\$13.63	Long-term on-the-job training	on-the-job
43-9010	Computer Operators	437	328	9	\$13.59	Moderate-term training	on-the-job
39-4011	Embalmers	30	35	1	\$13.55	Postsecondary vocational award	
11-9050	Food Service	2,468	2,638	57	\$13.55	Work exp.in a related occupation	

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Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level	
	Managers						
47-2120	Glaziers	381	521	22	\$13.55	Long-term on-the-job training	
27-4011	Audio and Video Equipment Technicians	49	64	3	\$13.55	Long-term on-the-job training	
49-2092	Electric Motor, Power Tool, and Related Repairers	64	71	2	\$13.51	Postsecondary training	vocational
17-3030	Surveying and Mapping Technicians	489	619	31	\$13.48	Moderate-term training	on-the-job
19-4020	Biological Technicians	425	483	13	\$13.46	Associate degree	
27-1014	Multi-Media Artists and Animators	153	157	4	\$13.44	Bachelor's degree	
43-9030	Desktop Publishers	105	144	6	\$13.43	Postsecondary training	vocational
49-3052	Motorcycle Mechanics	133	160	6	\$13.42	Long-term on-the-job training	
51-4080	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	47	55	2	\$13.30	Moderate-term training	on-the-job
43-9022	Word Processors and Typists	310	289	7	\$13.28	Moderate-term training	on-the-job
51-4121	Welders, Cutters, Solderers, and Brazers	1,703	2,011	79	\$13.27	Postsecondary training	vocational
51-9122	Painters, Transportation Equipment Reservation and Transportation Ticket Agents and Travel	271	361	16	\$13.26	Moderate-term training	on-the-job
43-4180	Clerks	514	610	23	\$13.26	Short-term on-the-job training	
39-6021	Tour Guides and Escorts	347	435	18	\$13.21	Moderate-term training	on-the-job
47-4040	Hazardous Materials Removal Workers	49	70	3	\$13.16	Moderate-term training	on-the-job
25-3020	Self-Enrichment Education Teachers	578	767	26	\$13.07	Work exp.in a related occupation	
47-2050	Cement Masons, Concrete Finishers, and Terrazzo Workers	1,361	1,892	81	\$13.06	Long-term on-the-job training	
49-9011	Mechanical Door Repairers	216	364	20	\$13.03	Moderate-term training	on-the-job
49-3092	Recreational Vehicle Service Technicians	262	330	18	\$13.02	Long-term on-the-job training	
43-4130	Loan Interviewers and Clerks	864	945	20	\$13.01	Short-term on-the-job training	
47-5080	Helpers--Extraction Workers	162	202	9	\$12.95	Short-term on-the-job training	
21-1023	Mental Health and Substance Abuse Social Workers	395	604	28	\$12.94	Master's degree	
49-2097	Electronic Home Entertainment Equipment Installers and Repairers	300	383	14	\$12.94	Postsecondary training	vocational

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Occ. Code	Occupational Title	2004 Employment	2014 Employment	Annual Job Openings	Median Hourly Wage	Education or Training Level
51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	223	239	6	\$12.94	Moderate-term on-the-job training
43-3050	Payroll and Timekeeping Clerks	944	1,232	54	\$12.91	Short-term on-the-job training
53-3021	Bus Drivers, Transit and Intercity	495	656	27	\$12.90	Moderate-term on-the-job training
11-9140	Property, Real Estate, and Community Association Managers	2,153	2,281	53	\$12.88	Bachelor's degree
51-9123	Painting, Coating, and Decorating Workers	91	110	4	\$12.88	Short-term on-the-job training

## V. Overarching State Strategies

- A. *Identify how the State will use WIA Title I funds to leverage other Federal, State, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the Statewide workforce investment system? (§112(b)(10).)*

Idaho's business-led Workforce Development Council continuously engages multiple organizations in comprehensive strategic planning and program initiatives that involve a wide range of partners, including business and economic development, to address the present and projected economic conditions of the state.

Idaho's WIA funds are decreasing while state and regional economies are continuously in transition in response to globalization and other factors. The Workforce Development Council plans to align economic and workforce development activities within regions and instill agility to serve the innovation economy. Strategies demanding collaboration with partners and business to maximize the impact of resources include:

- Improving labor market supply-demand information through partnerships with state and education agencies and worker and business intermediaries
- Enhancing the One Stop system and promoting collaborative efforts to expand access to the full array of services
- Developing and implementing the career cluster project to align education, workforce development and economic development planning and services
- Creating a governance and policy framework that aligns services across multiple agencies and programs
- Developing innovative approaches to creating awareness of Idaho's investments in workforce development including expansion of the workforce system's connection to business and education

### **Broaden One Stop Integration in Idaho's Communities**

To improve access to integrated service delivery and increase system efficiencies, 24 One Stop Centers are strategically located in major communities across the state, are modern and professional ("business quality") in appearance and offer the customer access to a seamless workforce investment system.

### **Strengthen the e<sup>3</sup> Connection**

The Workforce Development Council has aligned economic and workforce development strategies and facilitated the adoption of innovative policies across the workforce, education and economic development systems and structures that support talent development in a regional economy.

Labor market information now arrays current workforce and economic data in order to create new knowledge about regional economies and support strategic planning, routinely track economic conditions, measure outcomes and benchmark economic competitiveness in the global marketplace. The continued focus of workforce, economic development and education on career clusters is yet another example of how the state leverages funding to meet the multiple needs of our citizens.

As in prior years and as WIA funding permits, the Workforce Development Council will give high priority to customized/incumbent worker training projects where strategic partners in business, education and workforce align their efforts in support of the region's talent development strategy. Existing public-private Business Industry Consortia will be continued and linked to the career cluster project led by the professional-technical system.

### **Advance the Technology of the Workforce System**

The One Stop infrastructure relies heavily on continuous investment in technology to expand the services provided to its customers as well as the tools available to workforce staff to improve their effectiveness and efficiency.

The most significant technological development for the state's workforce system has been the *IdahoWorks* information system. Using internet technologies and secure access internally, the system provides anywhere-access to One Stop services and information for our partners and customers. One Stop Centers' modern electronic lobbies provide access to all the resources available through the *IdahoWorks* electronic network.

- B. *What strategies are in place to address the national strategic direction discussed in Part I of this guidance, the Governor's priorities, and the workforce development issues identified through the analysis of the State's economy and labor market? (§§112(b)(4)(D) and 112(a).)*

The Governor's priorities as outlined in Section II incorporate strategies to achieve the state and federal priorities and are supported by labor market data.

- C. *Based on the State's economic and labor market analysis, what strategies has the State implemented or plans to implement to identify and target industries and occupations within the State that are high growth, high demand, and vital to the State's economy? (§§112(a) and 112(b)(4)(A).) The State may want to consider:*
1. *Industries projected to add a substantial number of new jobs to the economy; or*
  2. *Industries that have a significant impact on the overall economy; or*
  3. *Industries that impact the growth of other industries; or*
  4. *Industries that are being transformed by technology and innovation that require new skill sets for workers; or*
  5. *Industries that are new and emerging and are expected to grow.*

Idaho recently published a report identifying the 50 Hot Jobs in Idaho. These are jobs that on average rank high in three major criteria – the abundance of jobs in the economy, jobs which are growing the fastest and jobs with the highest pay. The Hot Jobs are then disaggregated by education and training level. Science & Technology and Health Care occupations continue to take the lead in addition to the manufacturing sector which grew 2.4 percent in PY 2006.

#### **Demand-Driven Strategies to Drive Regional Economic Growth**

1. improve workforce information to guide education, business and career decisions.
2. create an integrated system of professional-technical and community colleges to respond to regional demands.
3. ensure seamless transition among all levels of education for transferability of credits.
4. further connect workforce, economic and education systems and develop measures to test system effectiveness and responsiveness to the business community.
5. establish processes for ongoing communication with regional partners in business, education and workforce system to inform decision-making.
6. optimize participation of the untapped labor pool.
7. increase understanding of workers, students and parents about career opportunities within the regional labor market.
8. align economic and workforce development activities within regions.
9. adopt common and innovative policies across the workforce, education, and economic development systems to support talent development and the regional economy.

10. collaborate with economic development, business and education partners to gather and analyze a wide range of current and real-time workforce and economic data to support regional economies.

The Workforce Development Council has targeted a portion of the Governor's 15% funds to support projects focused specifically on development of business, education and workforce partnerships to meet business identified needs.

- D. *What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the public workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges? (§112(b)(8).)*

Benefiting from a relatively small population, the state has a well-coordinated e<sup>3</sup> system with extensive organizational relationships. Strategic partners across the system are well aware of others' programs and services and work together to drive investments in economic regions and align spending within a regional economic vision.

As discussed elsewhere in this plan, there are a number of initiatives designed to promote collaborative efforts to address workforce challenges for targeted industries.

- E. *What State strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries? (§§112(b)(17)(A)(i) and 112(b)(4)(A).)*

Governor Otter's Workforce Development Council and workforce system partners continue to realign systems to ensure their resources are directed for talent development and support of high growth/high demand industries within regional economies.

Idaho has set a goal of spending 50 percent of WIA Title IB local adult and dislocated worker funds for talent development and support of high growth businesses within regional economies.

The Workforce Development Council will utilize the Governor's 15% funds to support customized training with manufacturers in Idaho.

Policies for the Workforce Development Training Funds have been revised to require an entry level wage of \$12 per hour plus employer assisted benefits to ensure funds are directed at industries with the highest impact for individuals and economic prosperity within the region.

Idaho is requesting a waiver to utilize state and local funds to support an incumbent worker talent development program, broadening the state's capacity to meet the needs of industry and workers by supporting lifelong learning which is necessary to maintain a competitive edge in today's global economy.

The workforce development system continues to utilize career clusters as a tool for use in career exploration, workforce development, education and economic development in the state.

iLMI – Idaho's labor market information system is continually upgraded and restructured to deliver data for businesses and job seekers to build and retain personalized business development and career exploration information on a local, statewide and national basis.

Idaho's Occupational Projections for 2014, which lists Idaho's Hot Jobs that rank high in abundance, fastest growing and highest pay, is now available.

- F. *What workforce strategies does the State have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses as part of the State's economic strategy? (§§112(b)(4)(A) and 112(b)(17)(A)(i).)*

Idaho is one of the best places in the nation for entrepreneurial activity and ranks first in the nation for patents issued per capita, according to the 2004 CFED Report Card for the States. The Center for Enterprise Development gave Idaho an "A" for its Entrepreneurial Energy. Idaho ranked first in the nation for manufacturing investment, third in change in new companies and 14th in technology industry employment. The state also ranked third in energy costs, fifth in long-term employment growth and net migration, eighth in homeownership rate and 10th in households with computers. Successful workforce system strategies continue to support the creation, sustainability and growth of small businesses and support their workforce needs in Idaho.

#### **Core Business Services**

The Workforce Development Council has overseen development of Idaho's One Stop Centers to ensure provision of core services critical to new and small businesses by offering the latest technology, full office support services and space for recruitment needs.

#### **Workforce Development Training Fund**

For small companies looking to expand or relocate in Idaho, the Workforce Development Training Fund supports training of new employees to improve the company's ability to take advantage of larger market and economic opportunities.

#### **Idaho Business Network (IBN)**

Idaho's Business Network provides business support smaller companies need to compete with larger corporations, matching the purchasing needs of federal and state agencies with the products and services of Idaho companies.

#### **TechConnect**

TechConnect acts as project manager to access the resources necessary for businesses to commercialize private, university and governmental technologies. Three TechConnect offices throughout Idaho work to strengthen early-stage science and technology companies.

#### **Workforce Training Network (WTN)**

Idaho's higher education entities have partnered to create the Workforce Training Network to respond rapidly to employer needs for customized training.

#### **Rural Economic Development Professional Program**

The Rural Idaho Economic Development Professionals program brings support to areas where a majority of Idaho's small businesses are born. The program allows counties or groups of counties to hire local economic development professionals.

#### **Rural Idaho Initiative**

Governor Otter's **Rural Idaho Initiative** provides nearly \$3 million to cities and counties for job creation and business expansion projects in rural areas.

#### **Small Business Development Centers (SBDCs)**

Idaho's SBDCs offer the latest in business counseling and technical assistance in all aspects of small business management, with a primary goal of helping small business

owners and potential business owners make sound decisions for the successful operation of their business.

### **Idaho's Small Business Innovation Research (SBIR)**

Idaho's SBIR Initiative's goal is to work with the Idaho TechConnect offices, the Small Business Development Centers (SBDCs), the Idaho National Laboratory and the state's universities to help Idaho small businesses.

### **Export Assistance**

The International Trade Division of the Idaho Department of Commerce offers export counseling, seminars and marketing resources to Idaho companies. Idaho trade representatives in Mexico, China, Taiwan and Korea assist companies by finding business opportunities, distributors and projects. Partnership with the U.S. Commercial Service provides worldwide resources and assistance.

### **TechHelp**

TechHelp is an organization uniquely positioned to assist Idaho manufacturers become more competitive. Lean manufacturing, human performance, quality systems, product development and information technology are all areas in which TechHelp assists Idaho companies.

### **Marketing/Education**

As part of Idaho's commitment to foster a thriving economy and a strong business climate, Idaho Department of Labor published a booklet entitled "Starting a Business in Idaho". This booklet, available in English and Spanish, provides Idaho entrepreneurs and new businesses with information essential to begin successful operations.

- G. *How are the funds reserved for Statewide activities used to incent the entities that make up the State's workforce system at the State and local levels to achieve the Governor's vision and address the national strategic direction identified in Part I of this guidance? (§112(a).)*

State workforce funds are primarily used to provide an infrastructure that supports local service delivery to allow for the maximum direction of funds allocated to the local level to services. Funds have been set aside to support youth in need activities in areas with high concentrations of at risk youth, special industry-education-workforce projects to promote additional training in high growth, high wage industries and to maximize efficiencies in the system. Funds are also used to support development of labor market information, particularly improved supply-demand information and to expand the reach of the local Labor Economists to assist workers and local businesses. Statewide funds are also directed to increase efficiencies in the management information and financial management system and to incent collaboration in the Idaho Workforce Consortium.

- H. *Describe the State's strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and with significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment. (§112(b)(18)(A).)*

Among the youth services available on a statewide basis are:

- the employment and training services offered under the Workforce Investment Act,
- labor exchange services offered through Wagner-Peyser,
- services for youth who have entered the juvenile justice system through the Department of Juvenile Corrections and county probation offices,

- services to youth in families receiving, at-risk of needing or transitioning from public assistance and/or foster care services through the Idaho Department of Health and Welfare,
- vocational training opportunities at the secondary and postsecondary level provided through the public school system and postsecondary technical colleges, services to youth with disabilities through the Idaho Division of Vocational Rehabilitation and
- elementary and secondary educational services offered through the Department of Education and local secondary school districts.

In addition, the Community Council of Idaho offers employment and training services to migrant and seasonal farmworker youth at various sites across the state.

Local efforts also continue across the state to provide opportunities to youth as they transition from the world of learning to the world of earning. These statewide services are augmented by a network of local providers and community based organizations throughout the state, including five Native American grantees within the state that provide employment and training services to Native American youth.

A number of highly effective partnerships have been developed among the agencies listed above in the delivery of youth services on a statewide level and through local youth organizations. Representatives from most of these agencies and organizations serve on the Idaho Workforce Development Council.

- I. *Describe the State's strategies to identify State laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them. (§112(b)(2).)*

The state has made extensive efforts to reform its workforce development systems to meet business needs for a highly skilled workforce and provide its citizens an opportunity to meet their economic goals. The Governor believes that economic growth is directly linked to the availability of a pool of highly skilled workers who are prepared for the demands of the new economy.

The Workforce Development Council has aligned economic and workforce development strategies and facilitated the adoption of innovative policies across the workforce, education and economic development systems and structures that support talent development in a regional economy.

The state's Workforce Training Network has representation by the Division of Professional-Technical Education, all technical colleges in the state and the Departments of Commerce and Labor. This network can coordinate the delivery of targeted workforce training throughout the state.

As part of the process to identify and remove barriers at all levels in the workforce system, the state has implemented a continuous improvement process designed to ensure high quality services for Idaho's citizens and business customers. Local providers are also expected to identify the impact area(s) and specific measures that will be implemented to address the concern or deficiency. Monitoring the WIA performance system and performance expectations ensures that local providers contribute to quality service delivery.

- J. *Describe how the State will take advantage of the flexibility provisions in WIA for waivers and the option to obtain approval as a workflex State pursuant to Section 189 (8) and Section 192.*

1. Extend the waiver of the Time Limit on Period of Initial Eligibility for Training Providers
  - a. The state of Idaho respectfully requests an extension of an existing waiver regarding the Workforce Investment Act's (WIA) time limit on the period of initial eligibility of training providers (20 CFR 663.530) through June 30, 2009, the end of the planning cycle for this plan being submitted.
    - 1) Idaho's original request was to waive the subsequent eligibility provisions as outlined in Section 122 (c) and (d) of the WIA legislation. Although the U.S. Department of Labor did not provide a waiver for the state's specific request, it did waive the time limit on the period of initial eligibility that was extended through June 30, 2004. An additional request for a waiver of this provision was granted and extended the period of initial eligibility through June 30 of 2005 and 2007.
    - 2) The state's training providers have expressed strong concerns with the implementation of subsequent eligibility requirements. The concerns include the following:
      - (a) confidentiality (FERPA compliance),
      - (b) excessive administrative burden and costs associated with tracking all students,
      - (c) time delays with UI wage records,
      - (d) difficulty in establishing statistically valid processes for adjusting UI wage record data based on economic, geographic and demographic factors of the local area and characteristics of the population being served and
      - (e) establishing a consumer report based on a wage record system that underreports employment rates for training programs.
  - b. With WIA reauthorization set to occur soon, this raises opportunities to streamline training providers' subsequent eligibility under a "new" WIA.
  - c. Idaho is committed to delivering quality employment and training programs under WIA. However, it is very likely that if the waiver is not extended, the implementation of the subsequent eligibility criteria will prevent providers from participating in WIA and deny the state the ability to continue to provide the broadest range of training options for its WIA participants.
2. Statewide Regional Planning Area—Single Statewide Council
  - a. With this plan, the state of Idaho is formally seeking renewal of a waiver to apply 20 CFR 661.300(f) which permits a state board to carry out the role of a local board in a single local area to a statewide regional planning area. Idaho has experienced a 53 percent drop in funding – almost \$8 million – in the last five years. This bleak financial outlook makes change imperative. The shift from six regional areas to a single statewide planning area allowed the state to address the current Administration's strategic priorities and to further reforms envisioned in the Workforce Investment Act. The two areas have entered into a cooperative arrangement to function as a single state area as described in section VIII.E.1. To maximize resources available for service delivery, the state wishes to continue to use the Workforce Development Council as the local workforce board for this area. This fosters sharing of data and information across regions and eases movement of customers from region to region.
  - b. No state or local policies limit the Governor's authority to require a regional plan or utilize the Workforce Development Council as the local workforce board for the Idaho Workforce Consortium.
  - c. The state will achieve the following goals if the waiver is granted:

- 1) As seen last year, the single statewide planning structure will reduce overhead from 14 percent to less than 3 percent, a reduction of more than \$1.3 million that was previously spent to support the six-region structure. This efficiency maximizes the available money directed to training and services to business and job seekers in the face of the severe federal budget cuts experienced by the state in the last four years. The state has set a goal of spending 50 percent of WIA local Adult and Dislocated Worker funds for direct training and support of businesses and participants, positively impacting achievement of performance goals.
  - 2) This statewide structure enhances efforts to transform the system into a demand-driven system by further integrating economic development activities into the one stop system. The 24 Department of Labor offices across the state serve as the state's One Stop Centers and incorporate the full range of economic and community development services in their offerings. This recognizes the importance of sharing data and information about new and expanding businesses to build the economy across regions.
  - 3) The single statewide structure has strengthened administrative oversight and accountability processes. The strengthened administrative structure, under the waiver, has assisted Idaho to avoid future disallowed costs and will continue to do so, thus further enabling the redirection of funds from service provider and administration to direct participant training and support.
- d. The change to a single statewide regional planning structure, in conjunction with this waiver, allowed for an increase in training opportunities for an additional 500 plus adults, dislocated workers and at-risk youth
  - e. Originally, this waiver was announced to the general public as part of the PY05 plan review process which included a process for soliciting review and comment during a three-week period and review by the state's Workforce Development Council, which included comments from the local Workforce Investment Boards and their staff. The state maintains a sophisticated management information and oversight system that tracks progress of financial and participant goals. Progress will be reviewed on a quarterly basis to ensure that goals are achieved. The Workforce Development Council advises the state on specific policy changes needed to achieve the priority areas identified above. Additional communication strategies will be devised to ensure that citizens throughout the state are informed of progress and provided an opportunity for input into the state's workforce development system.

### 3. Utilize Common Measures for PY 2007 and PY 2008

- a. Idaho is requesting renewal of a waiver (approved for PY 2006) to adopt and report on the six common measures in lieu of the existing 17 WIA performance measures for PY 2007 and PY 2008, implemented in conjunction with these same measures for the state's Wagner-Peyser, Jobs for Veterans Act and Trade Adjustment Act programs.
- b. With the shift to the six standards under common measures, Idaho has achieved the following goals:
  - 1) Elimination of duplicative administrative systems which have reduced paperwork and labor costs associated with redundant data collection. One example includes:
    - Elimination of the tracking and performance for
      - i. the credential measure for Adults and Dislocated Worker clients

- ii. the skill attainment measure for Younger Youth; and
      - iii. the current Customer Satisfaction measurement system required by the USDOL.
    - 2) Enhancement in the integration of the One Stop System by use of a single measurement system to test performance.
    - 3) Refocused youth investments through the creation of opportunities to better implement the USDOL's Strategic Vision for Services to Youth, which includes a youth program focused on out-of-school populations with increased accountability for employment and/or increased secondary and postsecondary education outcomes.
    - 4) Cost savings through streamlining. A simplified and streamlined performance measurement system proves more cost effective. With consistent direction, program resources have been directed to a single set of goals, rather than competing goals and costly processes.
  - c. The waiver renewal request was approved by the Workforce Development Council in April 2007 and public comments are currently being solicited.
4. Use of Local Adult/Dislocated Worker Funds to Provide Incumbent Worker Training
  - a. Idaho requests a waiver under WIA Section 134 to permit local areas to request the use of a portion of local area formula funds for adults and dislocated workers to provide incumbent worker training identified at WIA Section 134(a)(3)(A)(iv). USDOL has approved these waivers for other states for training to incumbent workers in need of skill enhancement. Reporting of performance outcomes will be required for those served under this waiver.
  - b. The waiver will allow for development of public-private industry specific training programs using funds available to the local level freed from eligibility considerations for workers and to maximize customer service and other demand-driven needs of the business community.
  - c. Use of these funds will allow the state to more effectively market WIA-funded incumbent worker training to the private sector in support of building relationships with employers in high-demand, high-growth industries.
5. Use of Statewide Rapid Response Funds to Provide Incumbent Worker Training
  - a. The state will request a waiver to allow statewide Rapid Response funds to be used to provide incumbent worker training as outlined in WIA Section 134(a)(1)(B). USDOL has approved these waivers for other states looking to provide training to incumbent workers in need of skill enhancement. Reporting of performance outcomes will be required for those served under this waiver.
  - b. This waiver would allow the state to upgrade the skills of entry level workers in industry specific projects where the state investments are matched by employers or groups of employers.
  - c. Funds would be added to available funding from the Governor's reserve for projects approved by the Workforce Development Council.
  - d. This option would be implemented only in cases where dislocated worker funds are not needed to meet demand but rather to promote the strengthening of regional economies by focusing on employer and talent development through training.

## VI. Major State Policies

*Describe major State policies and requirements that have been established to direct and support the development of a Statewide workforce investment system not described elsewhere in this Plan as outlined below. (§112(b)(2).)*

- A. *What State policies and systems are in place to support common data collection and reporting processes, information management, integrated service delivery, and performance management? (§§111(d)(2) and 112(b)(8)(B).)*

The state of Idaho has invested heavily in automation and integration of information systems since the implementation of WIA. Continuous development of workforce system databases within a common Internet database platform brings increased accessibility and enhanced communication within the One Stop arena. The workforce system databases, collectively known as *IdahoWorks*, offer online learning and staff training, data sharing from self-registration, online job order listings, unemployment insurance initial claims and continued claims, TAA, Personal Reemployment Accounts (PRAs), as well as WIA participant and financial data

Idaho's Internet database platform provides statewide secure user access. A number of ad hoc management and case manager reporting options are in place, with further enhancements available ~ demographic/programmatic/accounting data related to active participants or completers; data collected during follow-up; required federal reports, including performance data based on quarterly wage records and supplemental information. Wage records include, but are not limited to, Idaho Unemployment Insurance wage records, Wage Record Interchange System (WRIS) and Federal Employment Data Exchange System (FEDES). Ad hoc reporting allows the user to access data at all levels ~ state, area, service provider or participant.

Data quality is controlled at the point of input through a series of edits that demand accuracy in data entry. The system also produces data quality reports or "DQRs" that prompt staff of the need to review selected elements for accuracy or further updates. These are monitored by state staff to ensure that they are cleared. At entry, the state also requires data validation, as described elsewhere in this section. Staff review 100 percent of enrollment records at registration and are required to validate documentation to ensure accuracy. A second sample is obtained during the routine monitoring and validation is accomplished at this point as records are reviewed for quality. Finally, the federally required validation is performed on yet a third sample of records.

- B. *What State policies are in place that promote efficient use of administrative resources such as requiring more co-location and fewer affiliate sites in local One-Stop systems to eliminate duplicative facility and operational costs or to require a single administrative structure at the local level to support local boards and to be the fiscal agent for WIA funds to avoid duplicative administrative costs that could otherwise be used for service delivery and training? (§§111(d)(2) and 112(b)(8)(A).)*

Idaho's move toward statewide regional planning, the designation of the Idaho Department of Labor as the single administrative entity, grant recipient and fiscal agent and the state's continued support of a single statewide MIS and financial system for WIA eliminate duplicative administrative costs in Idaho and promote efficient use of administrative resources within the workforce system. *IdahoWorks*' 24 One Stop Centers greatly increase workforce system reach to Idaho's citizens and business customers and increasing sites where co-location and integration are feasible.

C. *What State policies are in place to promote universal access and consistency of service Statewide?*

Development of the One Stop system has focused on designing the system to meet the needs of customers from various population groups, provide access to the system and allow for the delivery of comprehensive services.

**System Features**

In designing Idaho's One Stop system, the needs of a broad spectrum of employment and training customers were taken into account. These include the job-seeking population at-large and those with special needs--students, migrant/seasonal farmworkers, veterans, dislocated workers, older individuals, people with disabilities, welfare recipients, dropouts, people with limited English proficiency, economically disadvantaged individuals, as well as the employer community, both current and prospective. Through the active participation of partner agencies/programs and interest groups in system design, the concerns identified by these groups carried forward into program features.

**Access**

*IdahoWorks* is an automated service delivery system, an interactive, customer-focused electronic environment through which customers can access services and information. *IdahoWorks* is the cornerstone of the One Stop system because it provides the mechanism to unify workforce development efforts. To ensure that *IdahoWorks* meets Idaho's needs, system access is available in a variety of locations and access modes. Each One Stop Career Center in the state has multiple workstations in its electronic lobbies. Each Center has at least one computer that is specifically designed to accommodate a variety of disabilities. Customers can come to the Center during office hours and access all Center programs and information sources. Staff are available to help individuals use *IdahoWorks* and provide personalized intervention services at the customer's request.

Other entrance points into *IdahoWorks* are available from the Affiliate Partner sites, and through the Internet with access 24 hours a day, seven days a week, to meet the needs of our customers.

Partner agencies are able to assist their clients in registering for work, screening available job openings, reviewing eligibility criteria for training or other services and obtaining labor market, customer satisfaction and performance data from their delivery locations.

Because Idaho is a rural state, providing services in remote locations has always posed many problems. Not limited to our remote customers, the Internet has allowed anyone worldwide to access *IdahoWorks*.

**Comprehensiveness of Services**

Idaho's One Stop system includes all mandatory partners along with some voluntary agencies and organizations identified locally by the One Stop Operators. The minimum menu of core services required by the Act are available in the state's One Stop system and may be expanded locally for additional service elements as agreed upon by local partners.

WIA Title IB services are available in all One Stop Centers. Wagner-Peyser funded labor exchange services are coordinated with other One Stop system partners in the delivery of core services to avoid duplication of services. Wagner-Peyser services are provided in all designated One Stop Centers as are Unemployment Insurance, Veterans employment and training programs and NAFTA/TAA.

The full array of core services is currently available through all 24 One Stop Centers. One Stop services will also be provided through additional Affiliate sites and via the Internet.

### **One Stop Centers**

State policy requires the participation of all mandatory One Stop partners listed at WIA §121(b)1 and encourages the voluntary participation of other employment and training entities within the local areas.

Idaho 24 One Stop Centers provide comprehensive services in all major communities across the state. All required partners must make their applicable core service available and provide access to their other activities and programs. Partners must use a portion of their funds to create, maintain and participate in the One Stop delivery system and provide their core services.

### **One Stop Affiliates**

One Stop Affiliates are partners in the One Stop system. Affiliate Partners provide access to information and services, but are not required to offer universal access. Instead, they may limit services to particular customer groups; e.g., the disabled, students, migrant/seasonal farmworkers, economically disadvantaged, etc. State policy requires Affiliate Partners to enter into a Memorandum of Understanding (MOU) agreement describing their specific participation in the One Stop system; maintain access to the *IdahoWorks* automated system; offer assisted services to those who prefer such services over automated services; and make accurate and up to date information on their services available for access through *IdahoWorks*. They are full partners in the planning and continuous improvement management processes. With the shift to a statewide planning system, new MOUs will expand the array and reach of all services. With the change to a statewide system, this responsibility has moved to the Workforce Development Council and the Governor.

### **Direct Access Systems (Self Service Systems)**

Self-service access is available in a variety of locations and from classrooms, homes and offices across the state. Self service access points provide access via the Internet *IdahoWorks* which provides information, registration for work and services planned for the Internet, such as application for Idaho postsecondary schools and Financial Aid services.

### **Customer Choice**

Customer choice is achieved through the partnering of Idaho's workforce service providers at the state and local level, bringing information and services together in the One Stop system. All One Stop Centers offer the full range of comprehensive services to our citizens, with multiple remote and Affiliate Partner locations providing access through linkages to the automated system.

Customers have choices in the way they access information in the One Stop system through self-service, staff assisted self-service or one-on-one individualized assistance. Information is available through electronic lobbies in One Stop Centers and Affiliate sites, printed and automated information in One Stop Center Resource Centers as well as Internet access to *IdahoWorks*.

The communications network available to the system's customers affords the highest degree of choice in location of services. For remote areas, access is provided via the Internet. The *IdahoWorks* system also affords access in One Stop Partner locations and most secondary schools throughout Idaho. Although not all services will be available, core services, such as, registration for work, filing a job order, access to information on

employment and training services, labor market information, job listings and filing of UI initial and continued claims will be widely available on *IdahoWorks*.

One of the primary goals of the One Stop system under WIA is to enable customers to make informed choices about employment and training opportunities. This effort includes making available a wide variety of information on labor market conditions, educational opportunities and performance and outcome data on training providers. Currently, *IdahoWorks* provides numerous links with employment and training institutions as well as information made available through the Idaho Career Information System. Idaho will utilize Individual Training Accounts as an opportunity to improve customer choice in selecting training providers. As the state refines the Individual Training Accounts and the Eligible Training Provider system, the information developed on training providers will assist customers in making informed decisions regarding their training options.

### **Core, Intensive and Training Services**

Adult and dislocated worker customers, including those with special needs, will have access to employment and training services delivered in progressively higher stages of intervention from core, intensive and training, as appropriate, to meet their individual needs. A description of core, intensive and training services to be provided with allotments received under WIA §132 is attached as Attachment 5.

- D. *What policies support a demand-driven approach, as described in Part I. “Demand-driven Workforce Investment System”, to workforce development – such as training on the economy and labor market data for local Board and One-Stop Career Center staff? (§§ 112(b)(4) and 112(b)(17)(A)(iv).)*

Governor Otter and the Workforce Development Council are moving Idaho toward a “demand-driven” workforce system with a focus on talent development strategies to drive regional economic competitiveness. The Council’s goals and objectives address the transformation of the workforce system to a demand-driven system with new strategies to drive regional economic growth. Among these are projects described elsewhere:

- The Council has directed state agencies to work together and with the business community to improve labor market information, especially supply-demand information to inform planning and curriculum development, coordinate the development of career clusters for use across employment, education and economic development systems; expand outreach to better link business and education and support development of an entrepreneurial workforce.
- Training and information in Labor Market Information to planning and delivery staff. This is augmented by the wide distribution of information to business and the community at large.
- e<sup>3</sup> forums are planned for continuation during the next two-year cycle as are development of voluntary skill panels in critical industries. One Stop staff will work directly with education and businesses to support state and local incumbent and customized worker training projects that leverage private investment and establish a process for continuing training that can be supported in the communities once seed money is redirected.

- E. *What policies are in place to ensure that the resources available through the Federal and/or State apprenticeship programs and the Job Corps are fully integrated with the State’s One-Stop delivery system? (§112)(b)(17)(A)(iv).)*

Job Corps has had a voice in the design and delivery of local youth activities through the linkages required above. Through these mechanisms, they had opportunities to assure appropriate access to youth activities for Job Corps participants. Although Job Corps is not represented on the Workforce Development Council, organizational representatives

attend Council meetings and participate as needed in discussions affecting the population they serve. The federal apprenticeship programs are utilized throughout the One Stop delivery system as the need arises.

*F. Additional Policies not included above.*

- *Reallocation policies;*

It is the state's policy to recapture from substate areas, all unexpended Youth and Adult program funds after the second year and the unobligated amount that exceeds 25 percent of funds allocated during the immediately preceding year (along with the corresponding 10 percent administrative funds), with adjustments for any allowable transfer between funding streams. Reallocations will be made to areas that have expended 100 percent of the prior (year two) year's allocation and exceeded the 75 percent obligational requirement for the year one funding. Reallocations will be made to each eligible local area, with the amount based on the relative amount allocated to such area for that funding stream for the prior program year, as compared to the total amount allocated to all eligible local areas in the state.

It is the state's policy to recapture 100 percent of all unexpended Governor's 15% funds, 25 percent Dislocated Worker discretionary program funds that were allocated to the substate area, along with the corresponding 10 percent administrative funds, for the preceding year at closeout.

- *State policies for approving transfer authority (not to exceed 20 percent) between the Adult and Dislocated Worker funding streams*

The Workforce Council will recommend and the Governor will approve plans to transfer up to 20 percent of a program year's allocation between the adult and dislocated worker programs.

- *Hard-to-serve special participant populations*

The Governor has determined that no additional groups, other than those defined by Regulations, will be identified as "hard-to-serve" for purposes of granting exceptions to Individual Training Accounts.

- *State's quality control standards for mentoring services*

It is the policy of the state that mentoring conducted under the auspices of WIA will be limited to site-based mentoring.

- *Drug Testing*

The state does not require substance abuse testing of participants served under Subtitle B (Dislocated Workers, Adults and Youth). The state's policy is to encourage local One Stop Centers to use alternative screening systems, where appropriate, to identify and refer applicants.

- *Administrative Policies*

All local substate areas will use the Idaho Department of Labor's WIA participant MIS unless specific permission is granted to utilize other systems.

Any grant recipient utilizing a participant MIS system other than the Idaho Department of Labor's WIA participant MIS, must incorporate the following administrative requirements:

- Electronic transmittal, no later than the fifth day of each month, using a delimited ASCII file, of standardized records of individual demographic information, cumulative activities and

services information and outcome information for each active and terminated participant for the program year;

- Incorporation of the coding conventions for demographics, fund numbers, outcome information, cost categories, etc., controlled and defined by the Idaho Department of Labor;
- Incorporation of additional coding conventions controlled and defined by the Idaho Department of Commerce and Labor to ensure accurate reporting of costs and performance for adult/dislocated worker services at the core/intensive/training levels;
- Incorporation of additional coding conventions controlled and defined by the Idaho Department of Labor to ensure accurate reporting of in-school/out-of-school costs and performance.

Each grant recipient's financial system must incorporate the following administrative financial requirements to ensure capable and consistent financial management and financial reporting at the state level:

- Electronically submit, no later than the fifth day of each month, summary costs accrued and cash expended in three categories--individual participant, individual subgrant and all other costs. These files are to be ASCII delimited files and are to be formatted in accordance with definitions from the Idaho Department of Labor. Participant costs include all expenditures which directly benefit a participant such as wages, tuition, supportive services, fringe benefits, etc.
- The key to the summary expenditure records will be defined by the Idaho Department of Labor. For example, the participant record key includes the Program Year, Report Month, Region Number, Site Number, Social Security Number of participant, Fund Number, Summary Cost Category and Detail Cost Category. In all three reports, the region will report one summary record for each unique key in their fiscal system;
- Electronic files must be reconcilable to the monthly Reports 33 and 34 filed by the IWB with the Idaho Department of Labor. These electronic files will be submitted no later than the fifth day of each month;
- Incorporate coding conventions for fund numbers, cost categories, etc., used in the participant MIS system, which are controlled and defined by the Idaho Department of Labor;
- For emergency situations resulting from lost warrants, late paperwork or hardship which threatens the continued participation of a client, financial systems must be capable of issuing emergency payments within 24 hours after receipt of request.

If a grant recipient's failure to transmit accurate participant/financial data is directly responsible for the state's failure to submit a valid federal report, or is accountable for the state's failure to submit a federal report within prescribed timeframes, and the state suffers a sanction which reduces funds to the state for the succeeding year, the responsible grant recipient will bear the full cost of the sanction.

- *Policies impacting participant eligibility*
- *State's definition of "deficient in basic literacy skills" for the purpose of youth eligibility.*

The definition of "deficient in basic skills": an individual *who* (a) computes or solves problems, reads, writes or speaks English at or below grade level 8.9 or (b) is unable to compute or solve

problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society.

- *Out-of-School Youth*

An out-of-school youth is defined as an eligible youth who:

- is a school dropout—an individual no longer attending any school and who has not received a secondary school diploma or its equivalent
- has received a high school diploma or GED but is basic skills deficient, unemployed or underemployed

For purposes of defining “underemployed out-of-school youth”, the state has determined that an employed youth who meets WIA income criteria may be determined underemployed. Further verification of this characteristic is not required.

- *Policy on Self-sufficiency*

An employed adult shall be considered self-sufficient if the family income exceeds 200 percent of OMB's poverty income level guidelines.

A reemployed dislocated worker shall be considered self-sufficient if the family income exceeds 200 percent of OMB's poverty income level, OR, he/she is employed in a permanent position that pays at least 90 percent of the qualifying layoff wage, whichever is higher.

- *Dislocated Worker Eligibility Timelines*

Two years will be established as the timeframe from which the layoff, termination or ending of self-employment occurred for dislocated worker eligibility purposes.

- *Unlikely to Return*

Four weeks of unemployed time shall be used to substantiate “unlikely to return” to the previous industry or occupation. The four weeks of unemployed time can be waived if the case manager can verify/document that the registrant is unlikely to return to a previous industry or occupation.

- *Duration sufficient to demonstrate attachment to the workforce*

Applicants must provide evidence that they have been employed fulltime (30 hours or more per week) in the same or similar occupation for at least one year out of the last three years immediately prior to registration, or they must otherwise demonstrate that they have had substantial attachment to the same or similar occupation for at least one year.

The term “substantial” is based on calculating the fulltime equivalency of work history. “Fulltime” is defined as 30 hours per week at a minimum, which calculates to 1,560 hours worked per year.

- *Substantial Layoff*

The state will incorporate the following definition from the Worker Adjustment and Retraining Notification (WARN) Act of 1988:

Any reduction in force which is not the result of a plant closing and which results in an employment loss at a single site of employment during any 30 day period of: a) at least 500 employees (excluding employees regularly working less than 20 hours per week) or b) at least 50

employees (excluding employees regularly working less than 20 hours per week) and at least 33 percent of the regular full-time workforce (excluding employees regularly working less than 20 hours per week).

- *Terminated/Laid off*

“Terminated/laid-off” refers only to involuntary discharge not for cause, and precludes enrollment of those individuals who were discharged for cause. Individuals may qualify as having been “laid off or terminated” when the cognizant Unemployment Insurance (UI) entity has adjudicated the case and determined that the decision to quit the job was warranted. In those instances where the applicant receives formal notification of monetary ineligibility for UI, the case manager may apply the rationale of “discharge not for cause” using information received from the employer regarding the individual’s separation.

- *General Announcement*

A verifiable form of communication from the employer, authorized representative or designee, informing the public or the employees of the business closure or substantial layoff which includes a planned closure date for the facility is required.

- *Self-Employed*

An individual who was self-employed (including but not limited to employment as a farmer, a rancher or a fisherman) or was a contributing family member in a self-employment endeavor, but is unemployed due to business downturn or failure which occurred as a result of general economic conditions in the community in which the individual resides or because of natural disasters.

- *Governor’s Group*

Individuals laid off or terminated due to natural disaster or severe economic downturn, as defined and approved by the Governor or his designated representative.

- Guidelines for documentation and verification of program eligibility for adult, dislocated worker and youth services

To limit the risk of disallowed costs incurred for service to ineligible individuals, each grant recipient will be required to develop standards, procedures and forms for verifying the eligibility of all participants enrolled in the WIA program. For eligible adults and dislocated workers, the grant recipient must develop procedures to document the receipt of minimum (core/intensive) services and the information used by the One Stop operator to arrive at a determination that additional (intensive/training) services are required to obtain or retain employment.

#### ADULT SERVICES

- \*Age 18 or older
- \*Selective Service Registration (§189(h))
- \*Authorized to work in the United States
- \*Documentation of minimum services (core/intensive) and determination that additional (intensive/training) services are needed to obtain employment, or employment that will lead to self-sufficiency for those participants who are employed
- \*Employed adult seeking intensive/training services, who does not meet the criteria for self-sufficiency (family income exceeds 200 percent of poverty)

#### DISLOCATED WORKER SERVICES

- \*Age 18 or older
- \*Selective Service Registration (189(h))

- \*Authorized to work in the United States
- \*Specific eligibility sub-parts found in the definitions of dislocated worker
- \*Documentation of minimum services (core/intensive) and determination that additional (intensive/training) services are needed to obtain employment, or employment that will lead to self-sufficiency for those participants who are employed
- \*Reemployed dislocated worker seeking intensive/training services, who does not meet the criteria for self-sufficiency (family income exceeds 200 percent of poverty), OR, is reemployed in a permanent position that does not pay at least 90 percent of the qualifying layoff wage (whichever is higher).

## YOUTH SERVICES

- \*Not less than 14 and not more than age 21
- \*Selective Service Registration if 18 years or older
- \*Authorized to work in the United States
- \*Low income individual as defined in the Act
- \*Is a member of one of the “eligible youth” categories identified in the Act
- OR-
- \*Is not low income but is a member of one of the “exception groups” identified in the Act (limited to 5 percent of enrollees or fewer as determined by IWB)

- *Residency*

WIA adult, youth and dislocated worker intensive and training services will be limited to residents of the state of Idaho. Residents of other states who wish to receive WIA intensive and training services will first be referred to the One Stop Career Center in their home state to obtain resources for services. First priority will be given to Idaho residents who are eligible for intensive and training services. In instances where a home state denies services to an out-of-state resident, the Idaho center may consider enrollment of the individual if it is in the best interest of the state of Idaho and no qualifying Idaho residents are denied access to services as a result.

- *Priority*

Priority will be given to adults who meet the general eligibility criteria requirements (18 years of age or older, comply with selective service registration requirements and comply with residency requirements) and are low income. In the provision of WIA services, veterans’ priority will be followed in accordance with 38 USC Chapter 41, 20 CFR 1001.100 and PL 107-288.

- *Participant Follow-up*

For the duration of the 12-month follow-up period, a minimum of one contact with each exiter who received intensive or training services from a WIA program (adult, dislocated worker or youth) is required per quarter. Appropriate supportive services are allowable during the follow-up period.

- *Work Experience Activity*

The participation hours for this activity are limited to ensure participants are engaged in learning basic work maturity skills such as attendance, following directions and wearing appropriate attire as opposed to receiving occupational skill training. To ensure the intent of the activity, it is recommended the work experience policy read as follows:

Work Experience activities take place in a public, private for-profit or non-profit workplace for a limited period of time, generally not exceeding 520 hours. All participants enrolled in the Work Experience activity are to receive an hourly wage equivalent to the state or federal minimum wage, whichever is higher. Participants are provided with Federal Insurance Contributions Act (FICA) and workers compensation coverage while participating in this activity.

- *Internship Activity*

All participants enrolled in the Internship activity are to receive an hourly wage at least equivalent to the state or federal minimum wage, whichever is higher. The wage may be higher depending on the participant's prior training/work experience and the hourly wage offered at the worksite to individuals with comparable training/work experience.

- *Out of Area Job Search Activity Limitations and Associated Cash Advance*

Out of Area Job Search - Each out of area job search is limited to 90 percent of actual costs up to \$600.

Out of Area Job Search Cash Advance - A job search cash advance is limited to 50 percent of estimated costs not to exceed \$300.

- *Relocation Assistance Activity Limitations and Associated Cash Advance*

Relocation - Relocation assistance is limited to 90 percent of allowable and actual costs not to exceed \$2,000.

Relocation Cash Advance - A cash advance for relocation is limited to 50 percent of the estimated costs for the trip, or \$750, whichever is lower.

- *Individual Training Account (ITA)*

No monetary limitations. Each ITA cost must be reasonable and necessary. Case managers will continue to adhere to the WIA requirement to coordinate available training funds where possible.

- *Needs-Related Payments*

Because of declining funds in WIA, the needs-related payment option has been eliminated.

- *Incentives and Bonuses*

A participant may receive a bonus or incentive from only one of the five groups listed below in a program year.

The Administrative Entity may approve incentives for special programs for youth with special circumstances.

1. \$50 will be offered to a youth participant as an incentive for each high school (core) credit earned with a minimum grade of a C (2.0 grade point average) as a result of WIA intervention. Cumulative payment of this incentive will be applied toward the participant's core classes, which are defined as English (including speech), mathematics, science (physical/biological) and social studies. Local school district policies regarding attendance requirements for awarding of incentive will be followed. A maximum of \$300 per program year may be applied toward this incentive.
2. \$50 will be offered to youth and participants as an incentive for each GED section passed during participation in the WIA Youth Program. Participants will participate in training and receive the accumulated incentive once competency is attained.
3. \$50 will be offered as an incentive to out-of-school, basic skills deficient youth for each area – literacy and numeracy – in which they demonstrate an increase of one or more educational functioning levels based on their pre- and post-test scores. This incentive fund will be issued upon receipt of participant's post-test scores noting the increase in educational functional levels.

4. As an incentive to participate in the initial assessment (pre-test) necessary to meet the Literacy and Numeracy measure, \$20 will be offered as an incentive to youth who are out-of-school and basic skills deficient. This incentive will be paid upon receipt of the participant's scores from their pre-test.
  5. Incentives may be awarded to project-based programs for at-risk youth. Payments will be based on attendance and performance criteria. Specific requirements must be included in the Service Provider Agreement.
- *Youth Barrier Group's "Requires Additional Assistance" and 5 percent Exceptions (Window)*

#### Youth Barrier Groups

An eligible youth is defined, under WIA sec. 101(13), as an individual who:

- A. Is age 14 through 21;
- B. Is a low income individual, as defined in the WIA section 101(25); and
- C. Is within one or more of the following categories:
  1. Deficient in basic literacy skills;
  2. School dropout;
  3. Homeless, runaway or foster child;
  4. Pregnant or parenting;
  5. Offender; or
  6. Is an individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment. (WIA sec. 101(13).)

The state defines "Is an individual who requires additional assistance to complete an educational program, or to secure and hold employment" as follows:

1. Has repeated at least one secondary grade level or is one or more grade levels behind age-appropriate level
2. Has a core GPA of less than 1.5 or is a postsecondary student deemed by a school official to be on academic probation
3. Is at least two semester credits behind the rate required to graduate from high school for each year of secondary education
4. Is an individual who does not speak English as their primary language and who has a limited ability to read, speak, write or understand English
5. Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed)
6. Is an emancipated youth
7. Is a current or previous dropout or is deemed at risk of dropping out of school by a school official
8. Has been suspended two or more times from school or has been expelled
9. Has been referred to or is being treated by an agency for depression or a substance abuse-related problem
10. Has experienced a recent traumatic event (within two years of application), is a victim of abuse, or resides in an abusive environment as documented by a school official or professional
11. Has aged out of foster care
12. Is a youth 16 years of age or older who has not held a job for longer than three months or is currently unemployed and was fired from a job within six months of application
13. Is participating in alternative education
14. Receives, or is a member of a family who receives cash payments under a federal, state or income based public assistance program
15. Has been determined eligible to receive Food Stamps within the six months prior to application
16. Is 18-21 years of age and has been unemployed for the last six months

5 percent Exception's (Window) "other eligible youth"

The state defines "other eligible youth who face serious barriers to employment as identified by the local board" as follows:

1. Has repeated at least one secondary grade level or is one or more grade levels behind age-appropriate level
2. Has a core GPA of less than 1.5 or is a postsecondary student deemed by a school official to be on academic probation
3. Is at least two semester credits behind the rate required to graduate from high school for each year of secondary education,
4. Is an individual who does not speak English as their primary language and who has a limited ability to read, speak, write or understand English
5. Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed)
6. Is an emancipated youth
7. Is a current or previous dropout or is deemed at risk of dropping out of school by a school official
8. Has been suspended two or more times from school or has been expelled
9. Has been referred to or is being treated by an agency for depression or a substance abuse-related problem
10. Has experienced a recent traumatic event (within two years of application), is a victim of abuse or resides in an abusive environment as documented by a school official or professional
11. Has aged out of foster care
12. Is a youth 16 years of age or older who has not held a job for longer than three months or is currently unemployed and was fired from a job within six months of application
13. Is participating in alternative education
14. Is 18-21 years of age and has been unemployed for the last six months

## VII. Integration of One-Stop Service Delivery

*Describe the actions the State has taken to ensure an integrated One-Stop service delivery system Statewide. (§§112(b)(14) and 121.)*

- A. *What State policies and procedures are in place to ensure the quality of service delivery through One-Stop Centers such as development of minimum guidelines for operating comprehensive One-Stop Centers, competencies for One-Stop Career Center staff or development of a certification process for One-Stop Centers? (§112(b)(14).)*

Attachment 6 reflects major policies adopted by the Workforce Development Council to govern Idaho's One Stop system within the modified statewide structure. These policies will be applied to all One Stop Centers to effectively advance quality services to business and individuals.

- B. *What policies or guidance has the State issued to support maximum integration of service delivery through the One-Stop delivery system for both business customers and individual customers? (§112(b)(14))*

Attachment 6 reflects the state's policies and guidance to support maximum integration of service delivery through the One Stop delivery system. The Workforce Development Council's policies align economic and workforce development services and ensure access to a comprehensive range of workforce and economic development services in each of Idaho's 24 One Stop Centers.

- C. *What actions has the State take to promote identifying One-Stop infrastructure costs and developing models or strategies for local use that support integration? (§112(b)(14)).*

The state has taken a number of steps to assist in the development of models for cost sharing. A model MOU/Cost Sharing guide was developed by One Stop Partners at the state level to encourage flexibility in cost sharing. This was modeled on the USDOL One Stop Financial Management Guide and was made available to local areas and partners developing MOUs. The state also hosted USDOL training for local partners. Finally, the state One Stop partners operated a pilot project to determine alternatives for cost allocation for partners who participate in the Centers on an ad hoc or itinerant basis. A pilot model based on a share of participants to allocate costs of space and other "common" services resulted in a determination that costs were immaterial and did not require allocation. All partners who use the centers of the primary locations utilize standard cost allocation plans consistent with USDOL guidance.

- D. *How does the State use the funds reserved for Statewide activities pursuant to (§§129(b)(2)(B) and 134(a)(2)(B)(v).) to assist in the establishment and operation of One-Stop delivery systems? (§112(b)(14).)*

The state supports activities that will continue the transformation of the system to become the catalyst in reshaping talent development strategies in support of regional economic competitiveness. Funds are reserved for: training and technical assistance for One Stop Center staff to align adoption of common and innovative policies across the workforce, education and economic development systems and structures in the regional economy; augmenting Regional Labor Economists to provide an array of current and real-time workforce and economic data to support the regional economy's strategic planning and measure outcomes; provide internet-based MIS and Financial Management Systems; and, enhance system reach to the special population of older workers.

- E. *How does the State ensure the full spectrum of assets in the One-Stop delivery system support human capital solutions for businesses and individual customers broadly? (§112(b)(14).)*

Idaho has long relied on access through distributed access points in one stop and partner locations, extensive information and service access deployed through technology and an intensive training regime to ensure that front-line staff have the skills needed to connect customers to the appropriate services. This is backed by an ongoing system that collects input on customer needs through forums, customer feedback mechanisms at service locations and communication among service providers to identify opportunities and gaps. The state continually monitors the system to test the availability of services and manages a customer satisfaction process to provide ongoing feedback to the services that are provided.

## VIII. Administration and Oversight of Local Workforce Investment System

### A. Local Area Designations

1. *Identify the State's designated local workforce investment areas and the date of the most recent area designation, including whether the State is currently re-designating local areas pursuant to the end of the subsequent designation period. (§112(b)(5).)*

The state originally designated six workforce areas in December of 1998. One of these was entitled to mandatory temporary designation and five additional areas were designated under the Governor's authority for optional designation. In 2005, no areas qualified for mandatory designation allowing the Governor the opportunity to create efficiencies needed to accommodate the significant and continuing decline in funding. The Governor announced his intent to allow the designations of all areas to expire and his desire to form a single statewide area. To accommodate regulatory barriers to his plan, the Governor designated two areas which formed a consortium and function as a single statewide area under a plan for a regional statewide planning area until regulatory barriers can be removed.

The new structure is comprised of five former workforce areas and a special region designated as the east-central Idaho planning region. The eastern Idaho district has the additional responsibility of fostering science and technology employment in conjunction with the Idaho National Laboratory and the state's educational institutions. That region's economy remains the beneficiary of a special \$30 million fund created in 1995 as part of Idaho's nuclear waste cleanup agreement with the federal government. See Attachment 7 for a map of the regions.

2. *Include a description of the process used to designate such areas. Describe how the State considered the extent to which such local areas are consistent with labor market areas: geographic areas served by local and intermediate education agencies, post-secondary education institutions and area vocational schools; and all other criteria identified in section 116(a)(1) in establishing area boundaries, to assure coordinated planning. Describe the State Board's role, including all recommendations made on local designation requests pursuant to section 116(a)(4). (§§112(b)(5) and 116(a)(1).)*

The state has a small population spread over a large geographic area. The state is generally organized into six substate planning areas for state programs and post-secondary educational service areas. Each area contains at least one SMSA and multiple K-12 districts. These planning areas will continue to be used for resource allocation and tracking to ensure equitable distribution of funds to all parts of the state, but adequate funds are not available in the six regions to independently and "effectively administer the activities carried out" under WIA Title IB.

The state announced the Governor's intent to form a single state area on April 15, 2005, via conference calls to the chair of the Local Elected Officials' organization in the then current workforce areas and their Workforce Investment Board chairs, executive director and Workforce Investment Board director. On April 18, a letter providing more information was sent to the same group of individuals. The Workforce Development Council (Council) was advised of the Governor's proposal at that time. The Council considered testimony and applications from the six workforce areas together with comments from the general public at their meeting on May 11. The Council also considered the Governor's proposal for restructuring. At their meeting, the Council heard testimony that the local boards were valued in their communities and that funds could be raised to support them. After considerable discussion, the Council remained split but voted to move the recommendation for the Governor's proposal forward for the Governor's consideration along with all other

proposals and an evaluation of those proposals. The Council also voted to recommend to the Governor that, if local funds were made available to fully support the cost of the Workforce Investment Boards and their staff, local elected officials be allowed to retain their local boards under the new structure.

After careful consideration of the issues presented, the Governor designated two regions, the special eastern Idaho district known as region VI and the Balance of the State, for the life of the five-year plan. At the same time, the state would recognize the existing local Workforce Investment Boards in the substate regions and solicit their advice if local elected officials choose to maintain them using other state or local funds.

3. *Describe the appeals process used by the State to hear appeals of local area designations referred to in §§112 (b)(5) and 116(a)(5).*

#### **Denial of Automatic or Temporary and Subsequent Designation**

A unit of general local government or grant recipient may appeal the denial of a request for automatic or temporary and subsequent designation as a local workforce investment area under sections 116(a)(2) or 116(a)(3) of the Workforce Investment Act.

All such appeals shall be in writing and be filed within twenty (20) calendar days of the date the denial letter was mailed by the Governor or the Governor's designee. The appeal must include all factual and legal arguments as to why the appeal should be granted. The appeal shall be filed with the chair of the Governor's Workforce Development Council, Idaho Department of Labor, Employment and Training Division, 317 West Main Street, Boise, Idaho 83735. The chair of the Council, or the chair's designee, shall promptly acknowledge receipt of the appeal.

The workforce areas designated in this plan will continue while the appeal is in progress and will be modified should the initial denial of designation be overturned.

#### **(a) Appeal to the State Council**

The appeal shall be deemed timely filed if it is received by the chair of the Workforce Development Council within the 20-day period, unless the appeal is filed by mail, in which case the official postmark affixed by the U. S. Postal Service shall be deemed to be the date of filing. Any appeal that is filed late shall be summarily dismissed.

The chair of the Council will select a hearing officer. The appeal shall be heard by the hearing officer not more than thirty (30) days after the appeal was filed. With the consent of the appealing party, the hearing may be held after the 30-day period, but in no case shall the hearing be conducted more than sixty (60) days after the appeal was filed.

The hearing officer shall inform the appellant of the date, time and place of the hearing by written notice mailed at least ten (10) calendar days in advance. The appellant shall have the right to present testimony and documentary evidence, to offer evidence in rebuttal, to present oral argument and to be represented by legal counsel. All testimony received by the hearing officer shall be under oath or affirmation. If the appellant retains legal counsel, federal WIA funds cannot be used for remuneration.

An appellant must establish that it is entitled to either automatic or temporary and subsequent designation as a local area under sections 116(a)(2) or 116(a)(3) of the Workforce Investment Act.

Within fifteen (15) days of the hearing, the hearing officer shall issue a recommended decision, which shall include findings of fact, recommendations and the basis therefore. That decision shall be mailed to the appealing party. The hearing officer shall file a copy of the recommended decision with the chair of the Council.

The recommended decision of the hearing officer shall be placed on the agenda of the next Council meeting for disposition; however, if no council meeting is scheduled within forty-five (45) days of the date the decision was issued, a special meeting of the Council, or a Committee designated by the chair, shall be conducted within that 45-day period to accept, reject or modify the hearing officer's recommended decision.

In its deliberations, the Council shall consider only the evidence presented to the hearing officer. The Council shall not receive or consider any evidence not presented to the hearing officer. The decision of the Council shall be reduced to writing and be mailed to the Governor and the appealing party. The decision must set out in summary fashion the Council's findings and conclusions. The Council may adopt, in whole or in part, the findings of fact, recommendations and rationale of the hearing officer.

(b) Appeal to USDOL

If a timely appeal of the decision does not result in the requested designation, the unit of general local government or grant recipient may further appeal the designation decision to the U.S. Secretary of Labor within thirty (30) days after receipt of the Council's written decision. The appeal to the Secretary must be consistent with the requirements of the Workforce Investment Act. The Secretary, after receiving a request for review and upon determining that the entity was not accorded procedural rights under the appeal process established in the state plan, or that the area meets the requirements of Section 116(a) paragraph (2) or (3), as appropriate, may require that the area be designated as a local area.

- B. Local Workforce Investment Boards -- Identify the criteria the State has established to be used by the chief elected official(s) in the local areas for the appointment of local board members based on the requirements of section 117. (§§112(b)(6) and 117(b).)*

Via the waiver request, the Workforce Development Council serves as the local council for the statewide planning region for the two workforce areas. A map of the two areas and the substate regions may be found in Attachment 7.

- C. How will your State build the capacity of Local Boards to develop and manage high performing local workforce investment system? (§§111(d)(2) and 112(b)(14).)*

With the shift to a statewide structure, this is not applicable effective July 1, 2005.

- D. Local Planning Process -- Describe the State mandated requirements for local workforce areas' strategic planning. What assistance does the State provide to local areas to facilitate this process, (112(b)(2) and 20 CFR 661.350(a)(13).) including*
- 1. What oversight of the local planning process is provided, including receipt and review of plans and negotiation of performance agreements? And*

Since the PY05 planning cycle, the state has submitted annually relevant plans, fund allocations and service delivery strategies to the Workforce Development Council for review and approval.

- 2. How does the local plan approval process ensure that local plans are consistent with State performance goals and State strategic direction?*

After the 2005 designation of a single statewide planning region, this section does not apply.

*E. Regional Planning (§§112(b)(2) and 116(c).)*

1. *Describe any intra-State or inter-State regions and their corresponding performance measures.*

The meaning of "regional" in this section is a combination of two or more formally established local Workforce Investment Boards or areas. In Idaho, the term "regional" refers to the multi-county sub-areas of the state designated by the Governor as planning regions for the purpose of this Act and some other major programs.

Beginning with the planning cycle for PY'06, a single plan was developed for the entire state covered by the Idaho Workforce Consortium in the statewide regional planning area. The purpose of this regional plan is to create efficiency and to allow for sharing of information and data across all substate regions, increasing the amount of funding available for services to customers and creating better alignment of workforce and economic development services. Because this is statewide, performance measures will be those negotiated with USDOL and reflected in Attachment 11.

2. *Include a discussion of the purpose of these designations and the activities (such as regional planning, information sharing and/or coordination activities) that will occur to help improve performance. For example, regional planning efforts could result in the sharing of labor market information or in the coordination of transportation and support services across the boundaries of local areas.*

The designation is for the purpose of creating efficiency and is done with regulatory relief inherent in the designation of a single state area. With limited funding, it is essential that the state identify every opportunity for eliminating duplication to maximize opportunities for our citizens and businesses. This also ensures better alignment of workforce services with economic development, community development and education services and will facilitate improved coordination of state funds to serve high priority groups such as at-risk youth.

3. *For inter-State regions (if applicable), describe the roles of the respective Governors and State and local Boards.*

No inter-state regions are planned at this time.

*F. Allocation Formulas (112(b)(12).)*

1. *If applicable, describe the methods and factors (including weights assigned to each factor) your State will use to distribute funds to local areas for the 30 percent discretionary formula adult employment and training funds and youth funds pursuant to §§128(b)(3)(B) and 133(b)(3)(B).*

Substate Adult and Youth Allocations

The state will maintain existing policies to allocate funding to the substate planning regions. The state will not use alternative factors to allocate up to 30 percent of the funds to the local areas. All Adult and Youth program funds will be allocated using the three required factors of areas of substantial unemployment, excess unemployment and economically disadvantaged. The required factors that will be used are:

**Adult Program:**

1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5 percent or higher unemployment)

1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5 percent)

1/3 of the funds allocated on the number of economically disadvantaged adults

**Youth Program:**

1/3 of the funds allocated on the number of unemployed residing in areas of substantial unemployment (6.5 percent or higher unemployment)

1/3 of the funds allocated on excess unemployment (number of unemployed over 4.5 percent)

1/3 of the funds allocated on the number of economically disadvantaged youths

- 2. Describe how the allocation methods and factors help ensure that funds are distributed equitably throughout the State and that there will be no significant shifts in funding levels to a local area on a year-to-year basis.

To ensure that local areas experience no significant shifts, the hold-harmless provisions and stop-gain provisions defined under WIA are applied. Hold-harmless levels are based on 90 percent of an area’s relative share of the previous two years of funding. Stop gain is based on 130 percent of the area’s relative share of funding in the prior year.

- 3. Describe the State’s allocation formula for dislocated worker funds under §133(b)(2)(B).

The state will allocate dislocated worker funding to the local areas based upon information that will include insured unemployment data, unemployment concentrations, plant closing and mass layoff data, declining industries data, farmer-rancher economic hardship data and long-term unemployment data. No other informational factors will be used. The data to be used and the weights applied to each factor follow:

<b>Weight</b>	<b>Factor</b>
0.320	Average number unemployed
0.320	Average number unemployed over the state's rate
0.320	Number of UI claimants with 15 weeks claimed and 0 earnings
0.010	Number of workers from plant closures
0.010	Number of workers from Mass Layoffs expected to last 90 days or longer
0.010	Industry employment declines by annual average monthly employment
0.010	Number of FHA borrowers who are bankrupt or delinquent
1.000	Total

- 4. Describe how the individuals and entities on the State Board were involved in the development of the methods and factors, and how the State consulted with chief elected officials in local areas throughout the State in determining such distribution.

The state is not proposing changes to its allocation formula. The original formula was widely reviewed throughout the state, with substantial input (at the time) from local elected official organizations, workforce investment boards and the public.

G. Provider Selection Policies (§§112(b)(17)(A)(iii), 122, 134(d)(2)(F).)

- 1. Identify the policies and procedures, to be applied by local areas, for determining eligibility of local level training providers, how performance information will be used to

*determine continuing eligibility and the agency responsible for carrying out these activities.*

The Workforce Investment Act requires that the state and local boards approve training providers before WIA funds can be used to pay for occupational training. The Workforce Development Council functions as a local board for purposes of approving providers to be included on the list.

The state submitted a waiver from subsequent eligibility requirements to ensure a wide variety of training options would be available to enrollees. Idaho's education community, led by the State Board of Education, has established extensive reporting requirements and approval processes for all public programs. The implementation of WIA program requirements has helped to support and enhance these efforts whenever possible.

The goals for Idaho's Eligible Training Provider system are to maximize customer training options, improve customer information and comply with WIA requirements. Idaho created the Eligible Training Provider system in accordance with the following guiding principles, as it:

- Ensured that quality-training options were available for WIA participants on July 1, 2000, while setting the foundation for a continuing Eligible Training Provider list based upon training quality and integrity over the next several years.
- Developed the Eligible Training Provider system in close coordination with public and private training providers and the Workforce Development Council.
- Focused the statewide system on training programs that led directly to occupations and/or careers.
- Maximized local services delivery options by excluding intensive services from the Eligible Training Provider requirements. Intensive services include such activities as basic skill training, training in quality practices, basic computer software training and general preparatory services.
- Built upon existing systems established by the State Board of Education and Idaho's Education agencies.

## **Implementation Strategy**

The Workforce Investment Act defines two types of eligible training providers: those "initially" eligible to provide services during the first implementation year and those "subsequently" eligible based on an annual review of performance and cost information.

### **A. State Policies for Initial Eligibility**

The Department of Labor will work closely with the Workforce Development Council in encouraging training providers throughout the state to apply for initial eligibility. The Department and the Council have established the criteria for approving applications for initial eligibility. To have a program included on the list, the training providers will be required to list each training program and the training costs/fees. Training providers will also certify compliance with debarment and nondiscrimination policies. In addition, Idaho Code requires that all proprietary schools operating in the state of Idaho must register and hold a valid certificate of compliance issued by the State Board of Education. All applications for the Eligible Training Provider system must be submitted to the Idaho Department of Labor, the Council's designee, for tentative approval. Those tentatively approved will be submitted to the Workforce Development Council for formal approval of training providers for inclusion to the state Eligible Training Provider List (ETPL).

Training providers who qualify for automatic designation who submit the above information will be eligible for inclusion on the list. These providers include:

- a postsecondary educational institution that is eligible to receive federal funds under title IV of the Higher Education Act of 1965 and provides a program that leads to an associate degree, baccalaureate degree or certificate, or
- an entity that carries out programs under the Act commonly known as the National Apprenticeship Act

For those providers not covered by automatic designation and who may currently be providing training programs, the state determines the appropriate performance and program information requirements as well as appropriate performance expectations. An example of this would be out-of-state training providers, who are not on Idaho's Eligible Training Provider List, but are on their respective state's list of WIA eligible training providers.

The establishment of appropriate performance expectations requires a valid database on training provider outcomes. Currently in Idaho there is a lack of standardized verifiable outcome data on training programs and thus no valid database is available to establish appropriate statewide performance expectations. Due to the absence of a valid statewide database, the state has not established statewide performance levels. Rather the state Workforce Development Council will determine initial eligibility based on such factors as training content and costs. The Council, through its designee, will approve training programs that will contribute to their efforts to offer a wide range of quality services. In order to maximize opportunities for training provider participation, the Council will accept applications on an ongoing basis. The state believes that this approach maximizes the flexibility in approving initial providers and increases opportunities for participation of training providers. This approach helps to assure that as many training options as possible will be available for all WIA participants.

## **B. State Policies for Subsequent Eligibility**

The WIA requirements for subsequent eligibility have proved more prescriptive and challenging to implement. Under WIA, states are allowed to use the initial eligibility process for Eligible Training Providers for eighteen months. After this period, states are required to implement the subsequent eligibility requirements outlined in Section 122 (c) and (d) of the WIA legislation. These provisions require that training providers provide outcome data, not only on the WIA participants, but on all students that are served through their programs. However, the WIA subsequent eligibility requirements cannot be effectively or economically implemented in Idaho and pursuing this course would result in a dramatic reduction in the number of training providers that would be willing to participate in the WIA system.

USDOL waived the 18-month time limit on initial eligibility, extending this period through June 30, 2005. The state will request an extension until June 30, 2009. The extension of the initial eligibility period essentially provides temporary relief on the subsequent eligibility issues and ensures that our training activities and expenditures are in compliance with federal requirements.

The subsequent eligibility concerns are a national issue and are being reviewed as part of the WIA reauthorization process. We will continue to encourage flexibility for states in devising appropriate systems. In the interim, we will continue to utilize our current policies on initial eligibility to maintain our Eligible Training Provider List.

2. *Describe how the State solicited recommendations from local boards and training providers and interested members of the public, including representatives of business and labor organizations, in the development of these policies and procedures.*

The development of the Eligible Training Provider system required close coordination and extensive input from the employment and training community. At the state-level, the Department of Labor created an Eligible Training Provider Committee to assist in the development of the policies. The Committee included representatives from the Division of Professional-Technical Education, State Board of Education and the Idaho Career Information System. Staff from the Division of Professional-Technical Education assisted by providing information to the state's six postsecondary technical colleges. During its initial development, the department also worked closely with the local *IdahoWorks* Boards in the development of the policies and application for statewide use. The state also sought policy input from the Idaho state AFL-CIO. These policies were available over the Internet for public review and comment. During the initial eligibility process, Idaho's goal was to maximize training provider participation thereby increasing customer choice.

3. *How will the State maintain the State's eligible training provider list?*

Training providers will apply for participation in the WIA program through the state Workforce Development Council's designee, the Idaho Department of Labor. To maximize opportunities for training provider participation, the department will accept and review applications on an ongoing basis. The approved programs that have been reviewed by the department will be consolidated in a statewide list and included in the Department of Labor's Web site. The list will be updated as new providers are approved. Providers found to be lacking current information will be contacted and allowed an opportunity to update their training information. If there is no response to the request for program updates, the provider will be notified that they will be removed from the list if the department does not receive any communication from them within 30 days.

4. *Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility by the local board or the designated State agency, a termination of eligibility or other action by the board or agency, or a denial of eligibility by a One-Stop operator. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.*

As the Workforce Development Council's WIA designee, if the Department of Labor determines that an eligible provider intentionally supplies inaccurate information during their eligibility determination process, the provider will be removed and terminated from the list for no less than two years. When Idaho is successful in developing appropriate performance expectations for training providers, those training providers who do not meet required performance levels will be removed and terminated from the Eligible Training Provider List.

All applications for the Eligible Training Provider system must be submitted to the Department of Labor for tentative approval, with formal review and approval at the next Council meeting. The department, as the Council's designee, will provide a written notice of determination of eligibility/ineligibility to the training provider within 60 calendar days of the receipt of the application. Notification will be sent by certified mail. The written notification will include the specific reason(s) for ineligibility, if applicable, and will inform the ineligible training provider of the appeal process.

### **Formal Hearing-Appeal**

Within 14 calendar days after receipt of the department's determination of ineligibility or termination, the training provider may file a written request to receive an appeal by formal hearing. A provider will have the option of presenting their case to a Hearing Officer or to the appropriate committee of the Workforce Development Council. An appeal overseen by a Hearing Officer will be scheduled within 90 calendar days from the receipt of the request for a hearing. An appeal overseen by the Council committee will be scheduled at the time of the next Workforce Development Council meeting, provided there is at least 14 days before the next meeting. The hearing shall include an opportunity for the applicant to submit written and verbal information to the presiding entity. The presiding entity will issue a decision within 60 calendar days from the date the hearing takes place. The decision of the presiding entity shall be final.

5. *Describe the competitive and non-competitive processes that will be used at the State level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts. (§112(b)(16).)*

With the functioning of the state as a single statewide planning area, WIA funds may be awarded to state agencies for delivery of local services without regard to competition based upon the recommendation by the Idaho Workforce Development Council. This is not intended to diminish competition; rather it is intended to allow the state to continue offering services as a primarily provider of WIA Adult, Youth and Dislocated Worker services.

In addition, competitive and noncompetitive processes used at the state level to award WIA grants and contracts will follow procedures established by the Idaho Department of Administration which are based on OMB Circular A102, except as stipulated in the attached agreement (Attachment 12), which was negotiated with that department.

This agreement formed the basis for a *WIA Procurement Guide* that is now in effect and will remain valid until passage of the new legislation or if modification is deemed necessary.

This agreement allows the state to use alternative procedures, consistent with OMB Circular A102 as reflected in the *WIA Procurement Guide* for the purchase of program services at the state level.

As indicated above, state agencies will be allowed to purchase goods and services from other state agencies without competition.

Bidders are notified of fund availability through use of a bidders' list and through legal notices published in regional newspapers across the state.

6. *Identify the criteria to be used by local boards in awarding grants for youth activities, including criteria that the Governor and local boards will use to identify effective and ineffective youth activities and providers of such activities. (§112(b)(18)(B).)*

Upon the recommendation of the Idaho Workforce Development Council, the Idaho Department of Labor and other state agencies may deliver youth services in the One Stop system without regard to competition. This is not intended to limit opportunities for competition, only to accommodate the move towards a statewide regional planning structure. The criteria used to evaluate proposals for needed youth services vary according to the type of services and outcomes being procured. The Workforce Development Council has established the following broad parameters to be used as the

template by which proposals and programs are approved for funding and measured for success:

Youth proposals and programs will be judged according to the degree to which they offer youth:

- Services tailored to their individual needs;
- A variety of contextual educational options to attain skill competencies;
- Continuity of contact with caring, competent adults;
- A focus on work opportunities as a means to teach skills;
- Bona fide connections to employers;
- Leadership development opportunities;
- Positive peer support;
- Opportunities for postsecondary education;
- Positive social skill development;
- Availability of supportive services during and following participation over a sustained period of time;
- Opportunities for participants to be an integral part of program design;
- Services provided by qualified staff; and,
- A commitment to high levels of customer satisfaction and outcome goals appropriate to the population.

It is not intended that all of the criteria be used in every program. The Council encourages a sharp program outcome focus, coordination with other youth services and innovative designs which might require tailoring the criteria to a specific program design.

In addition to using the common and WIA performance measures for youth, program effectiveness will be measured by criteria contained within the procurement document(s) and, if appropriate, past history/experience of the service provider.

*H. One-Stop Policies (§112(D)(14).)*

*1. How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system. Include how the State will consolidate Wagner-Peyser Act funds to avoid duplication of core services. (§112(b)(8)(A).)*

- To a large extent, the Act and Regulations were deemed adequate to set the original framework for the One Stop system. During PY'05, the Workforce Development Council reviewed and modified the policy framework for the new state structure.
- No additional services beyond those specified in the Act will be required, although additional service elements appearing in the existing system are encouraged to continue;
- Required One Stop partners must make their applicable core services available and provide access to other services in at least one physical One Stop Center within each labor market region;
- Required partners may utilize any authorized methodology contained in the WIA to deliver core services in the One Stop Center provided that it is
  - Consistent with the WIA and the authorizing legislation;
  - Does not require the partner to travel to another location; and
  - Meets minimum standards of accessibility as defined in WIA §188(a)(1);
- Partners are encouraged to offer access to services by ensuring awareness of system services at all points of entry;
- Partners are encouraged to become Affiliates by entering into MOUs and maintaining access to the *IdahoWorks* systems, offering assisted service to those

who require it and maintaining current and accurate information for access through the *IdahoWorks* information system.

To avoid duplication of Wagner-Peyser services, the Idaho Department of Labor has relied on a strategy of automating services to make them widely available at all points of service access. Throughout the system, businesses, consumers and partner organizations can access the labor exchange and workforce information services via the Internet. By bringing the services to customers at any location, partners are able to take advantage of these services at their service sites as well. A special emphasis has been made to use Wagner-Peyser as the primary provider of core services in all One Stop Centers.

2. *Describe how the State helps local areas identify areas needing improvement and how technical assistance will be provided.*

Partners at both the state and local level have agreed in the cooperative agreements and memoranda of understanding to engage in a regular system of program review and continuous improvement to identify specific areas needing further attention. Highest priority for improvement has been increasing the number of One Stop Centers which will be followed by a second-round expansion of the capacity of the One Stop Centers to offer a broader range of business services, including the full range of economic development and community development services.

The technical assistance activities listed below are intended to further integrate services among partners in the One Stop system.

- With the move towards a statewide planning region, the state is committed to continue funding the ongoing operating costs and enhancements of a financial and management information system. This system provides a platform for further integration of systems beyond the Idaho Department of Labor's family of programs and assures consistency among the service areas.
- The state operates a quarterly continuous improvement process that utilizes a set of interim indicators and other data available on the MIS to identify areas needing attention to ensure achievement of goals. The WIA Management Information System (MIS) is a proactive tool that, in addition to identifying conflicting and missing data as a means to increase performance in meeting goals, also has the ability to produce numerous reports. The reports generate data that provide participant activity, demographic, exit and customer satisfaction data. Additionally, reports are generated to provide outcome information to assist with interim measures – or data collected at participant exit. Financial reports are available as well. The data generated by these reports are a means to identify specific areas for improvement at all system levels, i.e. provider, labor market area and state.
- The state also will set aside funding each year to offer direct assistance to the One Stop system. This funding will be used to support operating costs of the WIA Internet Web site and provide software enhancements to improve customer access to services and information through the *IdahoWorks* system and other system building needs identified at the local level.
- Funding will be set aside on an annual basis to finance capacity building using contracts with consultants, training conferences or other methods identified at the state and local level. A portion of these funds will be directed to the One Stop system and may be used for frontline and administrative staff.
- The state has entered into an agreement with Idaho Commission on Aging (ICOA) to assist with identifying strategies to increase older worker service levels at the local level. ICOA's provision of technical assistance with the One Stop

system ensures that employment and training services are provided to low-income level older worker populations.

- Areas needing improvement are also identified during the monitoring process, as outlined in paragraph I. below. State staff utilize this opportunity to provide technical assistance as appropriate.
- The state maintains training programs for local service delivery staff. Instruction is provided for Career Development Facilitators (CDF); software and program-specific technical training is provided as needed. Training is routinely open to partner agency staff as well. The Idaho Department of Labor has several major training initiatives that help to ensure continuous improvement in the quality of services provided.

3. *Identify any additional State mandated One-Stop partners (such as TANF or Food Stamp Employment and Training) and how their programs and services are integrated into the One-Stop Career Centers.*

No additional partners have been mandated.

I. *Oversight/Monitoring Process -- Describe the monitoring and oversight criteria and procedures the State utilizes to move the system toward the State's vision and achieve the goals identified above, such as the use of mystery shoppers, performance agreements. (§112(b)(14)).*

The Workforce Development Council maintains a standing Performance Committee to oversee the workforce development system and assess progress towards its goals. As part of this process, the Council has directed staff to develop a system of integrated measures to test performance on a regular basis. Staff of the workforce agencies collaborate to implement Council goals and routinely report on progress.

At the operational level, the state utilizes monitoring to identify issues needing attention and to provide technical assistance. A quarterly continuous improvement process measures achievement of goals, identifies issues that require attention from the service provider or the state and provides the foundation for our routine monitoring and technical assistance activities.

The state ensures that procedures are in place to monitor compliance with the Act, regulations and state policies. At a minimum, such procedures shall comply with the following monitoring requirements for internal and subrecipient activities:

- Subagreements reviewed. Annual monitoring reviews shall be performed on all subagreements of \$75,000 or more. Subagreements under \$75,000 shall be monitored at a level equal to 20 percent of the funds awarded in the category.
- Items reviewed. Compliance monitoring of subagreements shall include reviews of compliance with the Act and Regulations, and where applicable, performance under the One Stop MOU, financial management systems, procurement procedures, program management procedures, record keeping procedures, participant activities and treatment, performance of agreement terms, corrective action and continuous improvement processes and eligibility verification processes.

J. *Grievance Procedures. (§§122(g) and 181(cc).) Attach a copy of the State's grievance procedures for participants and other affected parties (including service providers.)*

The Grievance Procedures are included as Attachment 13.

K. *Describe the following State policies or procedures that have been developed to facilitate effective local workforce investment systems (§§112(b)(17)(A) and 112 (b)(2)).*

1. *State guidelines for the selection of One-Stop providers by local boards (the Workforce Development Council);*

The following criteria were adopted by the Council (see Attachment #6).

One Stop Operators may be designated through a non-competitive process or through designation of a consortium.

a. Consortium Option

The Workforce Development Council will provide notice to the public for a period of thirty days (30) prior to designation if it intends to designate the consortium as the Operator;

The Workforce Development Council will designate the consortium, not its individual members, as the One Stop Operator after:

- Considering and acting upon comments received from the public and other eligible applicants for services;
- Negotiating an MOU with all required One Stop Partners and the entity(ies) being designated to provide services consistent with the scope and intent of section 134 of the WIA; or
- If the consortium has reached an impasse in the negotiations with any required partner, submitting a request to the Governor for intervention; after considering comments from the public and any other interested eligible applicants in the local area;

The designation of a consortium as a One Stop Operator will not preclude the Workforce Development Council from designating or certifying other entities as One Stop Operators for other center(s), provided that is consistent with the MOU negotiated with the partner organizations; and

The Workforce Development Council will enter into an agreement with the consortium specifying the role of the Operator and its responsibilities under the WIA, including its adherence to the MOU with the partner organizations.

Non-Competitive Option

That the Council provide notice to the public that it intends to designate Idaho Commerce & Labor as the One Stop Operator for all Commerce & Labor One Stop Center locations and that other options are considered for any new or expanded center locations. The designation will become effective at the conclusion of a 30-day public review process, following consideration of any comments received. Where One Stop Partners co-locate in an Idaho Commerce & Labor office, the Center Partners will negotiate a management arrangement acceptable to all partners and the Workforce Development Council and attach such agreement as part of the MOU. Legislation has now transferred this function to the Idaho Department of Labor.

2. *Procedures to resolve impasse situations at the local level in developing memoranda of understanding (MOUs) to ensure full participation of all required partners in the One-Stop delivery system;*

All MOUs are negotiated on a state level. Attachment 6 includes a revised policy framework that describes the process for resolving an impasse.

- a. The One Stop Partners will attempt to resolve their differences by informal means before employing the formal resolution process, contacting federal agencies as necessary;

- b. If the One Stop Partners are unable to negotiate a successful resolution, the Workforce Development Council will attempt to mediate a solution and report the results to the Governor and the responsible state agency(ies);
- c. If the Workforce Development Council is unable to facilitate a successful resolution to the impasse, the parties to the agreement will notify the Governor, the Idaho Department of Labor and the federal agency responsible for administering the partner's program; and
- d. Sanctions will be imposed on the partner program as specified in section 662.310 of the regulations.

3. *Criteria by which the State will determine if local Boards can run programs in-house;*

The Workforce Development Council serves as the local board. State agencies may be designated to operate programs.

4. *Performance information that on-the-job training and customized training providers must provide;*

The state will not establish additional performance requirements for customized training and on-the-job training activities, nor will the state establish any exemptions for customized training and on-the job training. Service providers involved in these activities will collect the demographics, participation, exit and follow-up data in the same manner as required for all other WIA activities and will be accountable to the WIA performance measures.

5. *Reallocation policies*

It is the state's policy to recapture from local areas, all unexpended Youth and Adult program funds after the second year and the unobligated amount that exceeds 25 percent of funds allocated during the immediately preceding year (along with the corresponding 10 percent administrative funds), with adjustments for any allowable transfer between funding streams. Reallocations will be made to areas that have expended 100 percent of the prior (year two) year's allocation and exceeded the 75 percent obligational requirement for the year one funding. Reallocations will be made to each eligible local area, with the amount based on the relative amount allocated to such area for that funding stream for the prior program year, as compared to the total amount allocated to all eligible local areas in the state.

It is the state's policy to recapture 100 percent of all unexpended Governor's 15% funds and 25 percent Dislocated Worker discretionary program funds that were allocated to the local area, along with the corresponding 10 percent administrative funds, for the preceding year at closeout.

6. *State policies for approving local requests for authority to transfer funds (not to exceed 20%) between the Adult and Dislocated Worker funding streams at the local level;*

The Governor will approve plans to transfer up to 20 percent of a program year's allocation between the adult and dislocated worker programs after considering the recommendation of the Workforce Development Council.

7. *Policies related to displaced homemakers, nontraditional training for low-income individuals, older workers, low-income individuals, disabled individuals and others with multiple barriers to employment and training;*

Idaho's service delivery model is one which identifies individuals in core services who possess barriers to employment, including those with multiple barriers, and requires referral to appropriate programs for further assessment and service as appropriate.

While no additional barrier groups have been identified at the state level for WIA services, all applicants for WIA services are required to receive an appropriate service or a value added referral to an appropriate service provider in the community. WIA continues the practice of providing service to those most in need that can benefit, which will give priority to those qualified individuals with multiple barriers.

Since the implementation of WIA, Idaho's Workforce Development Council has included "displaced homemakers" as an eligibility group qualified to receive dislocated worker core, intensive and training services on a statewide basis.

Persons with disabilities are given special consideration for labor exchange services and are treated as a family of one in determining income for WIA, giving them an additional opportunity for participation in intensive and training services. State policy requires that all partner programs provide services in the One Stop Centers in a manner that meets requirements of section 188 affording programmatic and physical access to services. Incentive grant funds were used to provide special disability workstations in all Idaho Department of Labor One Stop and Affiliate locations, ensuring that those with multiple disabilities could access the wide range of online services. The WIA portal on the Idaho Department of Labor Home Page provides technical assistance resources to assist our workforce professionals in providing services to persons with disabilities.

The state has determined that sufficient TAFI (TANF) funds exist statewide to serve public assistance recipients. Local providers are relieved of the requirement of providing priority to this population.

The state plan identifies demographic groups' incidence of the population in local labor markets and delineate specific activities to ensure access to all services. Unique service levels and activities are reflected in service provider agreements.

8. *If you did not delegate this responsibility to local boards, provide your State's definition regarding the sixth youth eligibility criterion at section 101(13)(C)(iv) ("an individual who requires additional assistance to complete an educational program, or to secure and hold employment"). (§§ 112(b)(18)(A) and 20 CFR 664.210.)*

The state, through the Workforce Development Council, has defined this criterion for use by all providers throughout the state in PY'06. It is included in Section VI, Major State Policies, Part F, Page 70, as part of the state's first modification to this plan. Prior to this, the state had delegated this responsibility to local boards.

IX. *Service Delivery*

*Describe the approaches the State will use to provide direction and support to local Boards and the One-Stop Career Center delivery system on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. (§112(b)(17)(A).) Activities could include:*

A. *One-Stop Service Delivery Strategies: (§§112(b)(2) and 111(d)(2).)*

1. *How will the services provided by each of the required and optional One-Stop partners be coordinated and made available through the One-Stop system? (§112(b)(8)(A).)*

Because the system is a statewide system, the One Stop Policy framework included as Attachment 6 describes the processes for coordination of all one stop partner programs. State partners have entered into a cooperative agreement to assist the local service delivery system in the delivery of coordinated services. Each of these entities also identified their “applicable core services” and identified their “preferred” method of service delivery. These are included as Attachments 14 and 15. The implementation of these policies is reflected in MOUs entered into between partners, the one stop operator and the Workforce Development Council. These may be found on the state’s WIA portal.

While state programs funded by the USDOL have agreed to a physical presence in the One Stop Centers, the preferred methodology selected by most partners is an electronic rather than a physical presence. State policy requires those identified as mandatory partners in WIA §121 to offer their services via a physical presence in the Center if all of their applicable core services cannot be delivered electronically or if it is required to meet the non-discrimination provisions of WIA §188.

A summary by organization follows.

- Department of Labor – The Idaho Department of Labor is fully committed to the development of the One Stop system in Idaho and offers all of its programs through the system. These include Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance, Jobs for Veterans (formerly LVER/DVOP) and employment and training assistance and a host of cost reimbursable grants including WOTC and W2W Tax Credits, LMI, H2A and other special grants as well as a state funded training program. The Department of Labor maintains a Business Service Center. This includes access to services offered by the Department of Commerce.

The WIA Title I funding stream is also under the administrative arm of the Idaho Department of Labor and the local offices are recipients of WIA funds in the local area. The Idaho Department of Labor has been named as the One Stop Operator for all regions of the state.

An extremely successful partnership was developed with senior programs operated by the Idaho Commission on Aging and WIA programs to expand collocation of staff.

The department has utilized Wagner-Peyser funds to operate the state’s primary labor exchange for a number of years. Wagner-Peyser Employment Service System has been a referral point for all work ready participants about to exit program services. Customers can utilize this service at any partner location or over the Internet. The labor exchange self-registration and job search systems are being made available to all partners and will not be duplicated.

- Department of Health and Welfare – This agency oversees a wide range of programs geared towards assisting families achieve self-sufficiency. While only the CDBG

program is mandatory, the DHW plans to provide access to information about its other services offered under TANF, Food Stamps E&T and the Child Care Assistance program. Information and applications for services will be available via the *IdahoWorks* Home Page. Brochures will also be made available.

- State Superintendent of Public Instruction – The Department of Education oversees the state’s ABE program. Services are generally contracted to the states six postsecondary schools and community colleges. The ABE program will entertain a wide range of options for delivering ABE through the One Stop system. ABE will also make the *IdahoWorks* System available to their customers and have incorporated a curriculum that includes training students on the use of the system to find work and job training assistance.
- Division of Professional-Technical Education – The Division has been a long time partner with Department of Commerce and Labor workforce programs. In Idaho, the Carl Perkins funds are typically not used to fund programs and are therefore not subject to participation requirements for required partners in the One Stop system. However, the Division and local education institutions are continuing to participate in joint efforts at both the state and local levels. Naturally, we expect the public education system to remain a primary provider of education services in the state.
- Division of Vocational Rehabilitation – The Division has indicated its preference for delivering services in an electronic format in the One Stop Centers and has pledged to make personal services available on a scheduled basis if that is preferred by the customers. The MOU reflects substantial participation across the state on a part-time basis. They intend to develop an electronic application form for those seeking services. State and local staffs have participated in One Stop system design efforts and will continue to do so under the WIA. The Division has offered to provide partner agencies information on ADA and assist in addressing accommodation issues. The Division and Department of Labor plan a joint training to increase understanding among front line staff and improve services to those with disabilities.
- Idaho Commission for the Blind and Visually Impaired – The ICBVI also has indicated a preference for an electronic presence in the One Stop Centers and has committed to make staff available in the Center on an appointment basis to meet a customer request. The ICBVI frequently takes its services to its customers. The ICBVI has been a long time One Stop partner and has been very helpful in assuring that the Internet *IdahoWorks* version is capable of being read by “voice”.
- Job Corps – Job Corps will continue to work with the workforce system across the state to obtain referrals for training and to coordinate employment upon training completion.

2. *How are youth formula programs funded under (§128(b)(2)(A).) integrated in the One-Stop system?*

WIA youth services are delivered through the one stop system, with all ten elements often provided by the One Stop Operator consortia. Access to services for youth providers outside the One Stop Center is made available by including a list of youth providers on the WIA portal that is linked to the description of youth services available in the state. Youth providers and one stop operators are well aware of the service offerings of their partner organizations. Routine referrals are made between providers of these services and co-enrollments between one stop and other youth service providers are not uncommon.

3. *What minimum service delivery requirements does the State mandate in a comprehensive One-Stop Centers or an affiliate site?*

The minimum service requirements are contained in the state's One Stop Policy included as Attachment 6 and articulated in Section VI.C. and Section VIII H. of this plan.

4. *What tools and products has the State developed to support service delivery in all One-Stop Centers Statewide?*

- a. Due to the large geographic size of the state and its rural nature, Idaho has continued to develop the *IdahoWorks* internet system as a major tool in its efforts to support service delivery through the One Stop Centers. Technology is providing an increasing portfolio of customer services, including a new labor market information Web site, internet wage reporting and UI tax filing and multiple options for listing job orders and receiving job applications. Internet web sites are providing redesigned labor market and economic development information for business and job seeker needs. Electronic job search available through the *IdahoWorks* system is making business needs visible to many more qualified applicants. Technology is providing more self-service options, freeing staff time to offer customized service to business and job seekers.

- b. Major initiatives in staff training provide One Stop office staff with the opportunity to obtain national certification as Career Development Facilitators. Aspiring managers are offered access to management development training leading to becoming Certified Public Managers. A training package for all One Stop staff has been developed on various aspects of marketing One Stop services to business. Staff training is also planned in the full range of economic and community development services to ensure capacity of local one stop staff to connect business customers to these services.

- c. Idaho's Labor Market Information (iLMI) Web site helps businesses make decisions applying a variety of data such as availability of skilled workers, pay and benefits by occupations, economic profile of the state and counties, area demographics, industry growth and composition and number of workers by occupation. iLMI also offers job seekers online tools to format and save their own customized labor market data using local, regional, state or national information. Customers and partners are using new customer feedback processes to drive future Web site updates.

- d. A combination of state and federal funds has been used to upgrade facilities statewide to ensure that all one stop facilities are accessible to a universal population of individuals and businesses. These facilities are professional in appearance, include a wide range of workforce, economic development and education materials made available by state agencies and have specialized facilities for workshops and business recruitment.

5. *What models/templates/approaches does the State recommend and/or mandate for service delivery in the One-Stop Centers? For example, do all One-Stop Centers have a uniform method of organizing their service delivery to business customers? Is there a common individual assessment process utilized in every One-Stop Center? Are all One-Stop Centers required to have a resource center that is open to anyone?*

The one stop policy framework describes how services will be offered, what services must be offered and how services must be made available. The following can be found at any One Stop Center across the state.

- All One Stop Centers have electronic lobbies with access to the full array of services on *IdahoWorks* and partner Web sites.
- All centers are fully accessible and include computers that can be adapted to a variety of disabilities, resources in English and Spanish with access to interpreters where needed, TTY lines and services for both individuals and businesses.
- All One Stop Centers are staffed by highly qualified individuals who have been certified as Career Development Facilitators.
- All One Stop Centers have resource rooms targeted to individual and business customers.
- The centers have relied on the array of assessment instruments recommended by the Idaho Department of Labor to assess customer needs.
- All centers are either new or remodeled and offer a highly professional appearance pleasing to both individual and business customers.

Even with this standardization, a key feature of the system is that services are tailored to the communities where they are placed and the individuals and businesses they serve. This is accomplished through the participation of center managers and staff in their local chambers, economic development groups, and education and community organizations serving special populations. Each center also maintains a business advisory group to provide employer identified education services and advice on service offerings within the center.

B. *Workforce Information – A fundamental component of a demand-driven workforce investment system is the integration and application of the best available State and local workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, transactional data from job boards, and information obtained directly from businesses. (§§111(d)(8), 112(b)(1), and 134(d)(2)(E).)*

1. *Describe how the State will integrate workforce information into its planning and decision making at the State and local level, including State and local Boards, One-Stop operations, and case manager guidance.*

Idaho Department of Labor's Communications and Research Division is the central location for labor market information used by One Stop Business Centers and other economic development organizations, educational institutions and government agencies.

The state of Idaho provides a comprehensive labor market information system. Idaho Departments of Commerce and Labor, Idaho state Occupational Information Coordinating Committee, Division of Financial Management, Division of Professional-Technical Education, Department of Education and the State Board of Education are the primary producers of labor market information products and services.

Idaho participates in all of the Bureau of Labor Statistics' federal/state cooperative agreement statistical programs. The Employment and Training Administration's One Stop funds have been used to create information delivery systems through traditional printed materials, customer computerized self-service stations in One Stop Centers and Affiliates, the Internet and participation in national efforts such as America's Job Bank and Career Network or the Direct Employers Association. The state's Census Data Center has Affiliate centers in the state's universities. The Division of Financial

Management prepares annual economic projections as does the Idaho Department of Labor.

Labor market information includes data developed by Idaho Department of Labor's Communications and Research Division in cooperation with the Bureau of Labor Statistics, U.S. Bureau of the Census, Bureau of Economic Analysis and any other source that would provide information on Idaho's labor market. The data is available to any person or organization.

The department has six regional economists stationed in Idaho's major cities. These analysts meet regularly with local employers, schools, economic development agencies and government officials.

Idaho Department of Labor has developed with 21 other states a computerized system for the delivery of employment statistics over the Internet called iLMI. This application runs on America's Labor Market Information System, or ALMIS, database and is delivered via client-server connectivity to all 24 Idaho One Stop Customer Service Centers. It also serves as a data warehouse for service staff, analysts and program planners.

Idaho's economic statistics usually includes county specific information. However, sparse populations and disclosure limitations often affect the level of detail that can be delivered. Idaho continues to survey employers to seek permission to disclose identifying information and employers with about 60 percent of the state's employment have provided this permission.

2. *Describe the approach the State will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible within One-Stop Career Centers and at remote locations such as libraries, schools, worksites, and at home.*

Labor market information customers people both from the public and the private sectors, students, job seekers and the media. They are planners, employers, job seekers, in the Legislature, at schools, accessing the Career Information System Local government agencies, economic development groups, politicians and the media are some of the most frequent repeat customers.

The labor market information team works closely with the six regional economists. They contribute to their regions' local business interests such as chambers of commerce and economic development groups. The regional economist is often a key resource on an economic development team preparing a location study for a prospective employer.

The regional economists provide a module on labor market information in the Career Development Facilitator program to interested Idaho Labor staff.

3. *Describe how the State's Workforce Information Core Products and Services Plan is aligned with the WIA State Plan to ensure that the investments in core products and services support the State's overall strategic direction for workforce investment.*

Feedback from data users through the Workforce Information Plan helps refine the scope and presentation of labor market information as the department fills regular and special information needs

- ❖ America's Labor Market Information System database, accessed via Idaho's Internet labor market information delivery system, is populated with tables

required by the ALMIS workgroup and is updated throughout the year as new data become available. The department has developed or is developing short-term, sub-state projections, economic indicator series and ancillary data for the site. Work force information professionals incorporate commerce and business related data within the ALMIS infrastructure, creating powerful data leveraging opportunities.

- ❖ Using methodology, software and guidelines from Projections Workgroup & Projections Managing Partnership, Idaho has developed or is developing the industry and occupational projections defined below:
  - ~ Idaho state long-term 2004-2014 biannual industry and occupational employment projections
  - ~ Sub-state long-term 2004-2014 biannual industry and occupational employment projections
  - ~ Idaho state short-term 2006-2008 annual industry and occupational employment projections
  - ~ Sub-state short-term 2006-2008 annual occupational employment projections
  - ~ Data for public dissemination pursuant to Projections Workgroup & Projections Managing Partnership procedures and associated applications will be submitted to federal partners and disseminated to Idaho's customers and stakeholders
- ❖ Idaho will produce various occupational and career information products for public use.
  - ~ Occupation and Employment Statistics wage publication at the state and sub-state level and Standard Occupational Classification glossary publications
  - ~ Fringe Benefit survey, data and publication
  - ~ *Education and Training Pay!* poster and suite that incorporates projections, wage and skills data
  - ~ Occupational and Industry Projections publication with a wide array of state and sub-state projections and wage data in various formats such as fastest growing and highest demand occupations
  - ~ Provide employer databases, Idaho's own employer database and the licensed *InfoUSA* employer database.
- ❖ Idaho will merge wage, projections and cluster data with the new skills based employment system in order to quantify skills gaps. Partnerships are being built with legislators, educators, business people, government officials and other stakeholders to better quantify the supply side when determining and evaluating potential skills gaps. By collaborating with professional-technical officials the department fully integrates projections data by occupation to professional-technical institutions throughout the state to identify existing programs that fulfill the educational requirements for growing critical occupations. The first effort to develop partnerships has been successful in

providing cluster data by wage, projection and skill to better identify and quantify skills gaps.

The Communications and Research Division will continue to expand uses of the Local Employment Dynamics program to respond to the need for labor, economic and demographic data at the community level. Organizationally, Idaho offers an integrated structure among economic development, labor market information, census entities and data users. The mapping application provides a new planning and analytical tool for a variety of entities trying to improve the economic viability of their communities. The mapping tool along with the comprehensive socio-economic, geographic database will assist local economic development officials.

As each data element becomes available, analysis and format is added to make it meaningful and available in a variety of media – on the Web site, on paper compact disc or some other media form. Distributing data by e-mail reduces printing and postage costs. Setting up e-mail groups lets users know that a particular piece of labor market information has been released or updated. E-mail currently is used to distribute press releases on the monthly unemployment rate, census estimates, significant events like major layoffs and rapid response efforts, unemployment insurance tax and benefit changes and other items of general interest.

The monthly newsletter, "Idaho Employment," summarizes employment and unemployment developments for the state and its six regions. Employment data tables are a regular feature. The "FYI" section presents articles and data on a wide variety of employment-related topics. Recent issues have included information about:

- Hispanic buying power
- Weekly wage growth by county
- Impact of increasing the minimum wage
- Portrait of Idaho's unemployed
- Long-term job projections and growth

Idaho Employment is primarily distributed over the Internet, but about 650 copies are mailed monthly.

4. *Describe how State workforce information products and tools are coordinated with the national electronic workforce information tools including America's Career Information Network and Career Voyages.*

Idaho will continue to participate in the national electronic workforce information system by providing data, job listings and other information required by it.

C. *Adults and Dislocated Workers*

1. *Core Services. (§112(b)(17)(a)(i).)*
  - a. *Describe State strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as described in §134(d)(2).*

The Workforce Development Council and all workforce partners across the state will continue to refine Idaho's One Stop system to meet the needs of customers in all of Idaho's communities and from all population groups by offering customer choice to online or in person access to an increasing level of information and comprehensive service delivery. Section VI.C. of this plan describes how customers access services, the comprehensiveness of those services and guidelines for delivery of services.

Adult and dislocated worker customers, including those with special needs, will have access to employment and training services delivered in progressively higher stages of intervention from core, intensive and training, as appropriate, to meet their individual needs. A description of core, intensive and training services to be provided with allotments received under WIA §132 is attached as Attachment 5.

- b. *Describe how the State will ensure the three-tiered service delivery strategy for labor exchange services for job seekers and employers authorized by the Wagner-Peyser Act include (1) self-service, (2) facilitated self-help service, and (3) staff-assisted service, and are accessible and available to all customers at the local level.*

Wagner-Peyser labor exchange services will be delivered as part of the One Stop system in the Centers, Affiliate sites and via Direct Access through the electronic *IdahoWorks*. *IdahoWorks* will provide job seekers, employers and students self-service access to all local, state, and national job listings, labor market information, career information, registration for work and other services that are available through the One Stop system for their respective needs. *IdahoWorks* will be available via the Internet, throughout the participating Centers and Affiliate sites. Other labor exchange materials for self-service will be made available in Employment Resource Centers in each of the One Stop Center offices to assist customers in obtaining employment or training services that may include but are not limited to career exploration, LMI, resume writing, fax machines, copy machines and job search techniques.

Facilitated self help will be made available to any customers who request help or for those with special needs due to disabilities, limited language or reading skills. ES priority populations would include veterans and migrant and seasonal farmworkers while other locally targeted populations may include those with disabilities, unemployment insurance claimants, members of low income families, public assistance recipients, dislocated workers, displaced homemakers, minorities, youth or other groups targeted by the One Stop Center

Staff assisted services will be available in all One Stop Centers for those customers who request or require such services to obtain basic labor exchange services concerning labor market or career information, registering for work and job referrals. Staff assistance will also be provided to customers for other staff assisted services such as vocational guidance, resume writing and referral to other One Stop Partners for services to meet their individual needs.

- c. *Describe how the State will integrate resources provided under the Wagner-Peyser Act and WIA Title I for adults and dislocated workers as well as resources provided by required One-Stop partner programs, to deliver core services.*

All 24 Idaho Department of Labor offices operate as full service One Stop Centers offering WIA and Wagner-Peyser services. All Wagner-Peyser services will be provided by public merit staff employees of the Idaho Department of Labor. Partner services are provided primarily electronically, with visits scheduled on routine or ad hoc basis.

2. *Intensive Services. (§112(b)(17)(a)(i).) Describe State strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.*

The three-tiered approach service design, which ensures delivery of intensive services when needed, is reinforced with Idaho's collaborative workforce and education partnerships at the state and local level.

Intensive Services are intended to identify obstacles and provide a higher degree of intervention to assist eligible unemployed adults and dislocated workers who are determined unable to obtain or retain employment through core services. Intensive services may also be provided to employed workers to obtain or retain employment that will lead to self-sufficiency as defined by state policy. Attachment 5 reflects the state's definition of intensive services.

3. *Training Services. (§112(b)(17)(A)(i).)*

Training Services includes classroom and other occupational training services designed to equip eligible adults and dislocated workers to enter the workforce and/or retain employment. Training services may be made available to employed and unemployed adults and dislocated workers who:

- a) Have met the eligibility requirements for intensive services, have received at least one intensive service and have been determined to be unable to obtain or retain employment through such services;
- b) After an interview, evaluation or assessment, and case management, have been determined by a One Stop operator or One Stop partner, to be in need of training services and to have the skills and qualifications to successfully complete the selected training program;
- c) Select a program of training services that is directly linked to the employment opportunities either in the local area or in another area to which the individual is willing to relocate;
- d) Are unable to obtain grant assistance from other sources to pay the costs of such training, including federal Pell grants established under title IV of the Higher Education Act of 1965, or require WIA assistance in addition to other sources of grant assistance, including federal Pell grants; and
- e) For individuals whose services are provided through the adult funding stream and determined eligible in accordance with the state and local priority system;

Permissible Local Employment and Training Activities. Adult and dislocated worker funds provided to local areas may also be used to deliver the discretionary activities identified below and authorized in the Act:

- a) Customized screening and referral of qualified participants in training services to employment;
  - b) Customized employment-related services to employers on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act.
- a. *Describe the Governor's vision for increasing training access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.*

With the consolidation of 6 regional areas into a new single statewide area structure, the state reduced overhead from 14 percent to less than 3 percent during PY '06. This efficiency maximized the available money directed to training and services to

business and job seekers in the face of the severe federal budget cuts experienced by the state in the last four years. The state set and attained a goal of spending 50 percent of WIA Title I B adult and dislocated worker local funds for direct training and support of businesses and participants.

To sustain attainment of this goal in PY07 and PY08, state staff will again support local efforts to further identify and partner with community entities for even greater leveraged funds and resources.

*b. Individual Training Accounts:*

*i. What policy direction has the State provided for ITAs?*

The Individual Training Account (ITA) is established on behalf of a participant. All ITAs must be selected by the participant and approved by their WIA case manager. ITAs will focus on training in high growth industries while maximizing customer choice. ITAs will be issued for a specific training program and to a specific provider. ITAs may not be transferred from one participant to another. All training must be linked to employment opportunities in the area or to another area where the individual is willing to relocate. Training services may only be made available in accordance with federal and state policies on moving from core/intensive services to training.

ITAs must be coordinated with other grant sources for training, including Pell grants, in accordance with the following state policies. Section 134(d)(4)(B) limits the use of WIA funds for training services to instances when there is no or inadequate grant assistance from other sources available to pay for those costs. The statute specifically requires that funds not be used to pay for the costs of training when Pell grant funds or grant assistance from other sources are available to pay the costs. However, Title IV of the Higher Education Act (HEA) as amended (20 USC 1087uu), prohibits taking into account either a Pell grant or other federal student financial assistance when determining an individual's eligibility for, or the amount of any other federal funding assistance program.

Thus, program operators must coordinate available training funds and make funding arrangements with entities administering alternate sources of funds, including Pell grants, to avoid duplicate payment of costs and to ensure that WIA funding for training is limited to participants who 1) are unable to obtain grant assistance from other sources to pay the costs of their training or 2) require assistance beyond that available under grant assistance from other sources to pay the costs of such training.

The "costs of training" is defined as the total of the education and education-related costs (training and supportive services costs) which will be incurred if the participant is to complete the chosen program. The WIA program operator will work with the participant to assess the full education and education-related costs (training and supportive services costs) and to calculate the total funding resources available. The exact mix of funds will be determined based on the availability of funding, with the goal of ensuring that the costs of the training program the participant selects are fully paid and that necessary supportive services are available so that the training can be completed successfully.

If WIA funds are initially used to cover costs of enrollment in a training program while the Pell application is pending, only the portion of the Pell grant intended to provide tuition may be subject to reimbursement if the funds received from all

funding sources exceeds the total cost of training documented by the program operator.

In an effort to maximize local service delivery options, WIA intensive services will be excluded from the Eligible Training Provider requirements. Intensive services include such activities as basic skill training, training in quality practices, basic computer software training and general preparatory services.

WIA allows training services to be provided through a contract for services in lieu of individual training accounts for the following three exemptions:

1. on-the-job training and customized training;
2. programs procured where there is an insufficient number of providers in the area to accomplish the purpose of Individual Training Accounts (ITAs); or
3. when a local board determines that there are qualified programs serving special populations with multiple barriers.

Idaho will utilize on-the-job training and customized training as allowed by federal guidance. Idaho will develop the policies for exemptions based on an insufficient number of providers during the development of the Eligible Training Provider outcome reporting system. Exemptions for qualified programs serving special populations with multiple barriers will be permitted in accordance with WIA law and regulations.

Idaho will utilize a fourth exemption for dislocated workers targeted for early intervention services organized through a Labor/Management Committee. To enhance early intervention services for dislocations, Labor/Management Committees will be allowed to organize group training projects for workers impacted by large layoffs. The projects will need to identify a sufficient number of potential participants interested in similar job skill training. The training will be related and build upon the existing skills of the workers. The training will be for occupations in demand and for a variety of potential employers. The training will be provided by Idaho's postsecondary schools and will be in addition to regularly scheduled program offerings to maximize customer choice in selecting training options. The Dislocated Worker Unit will approve all projects.

- ii. Describe innovative training strategies used by the State to fill skills gaps. Include in the discussion the State's effort to broaden the scope and reach of ITAs through partnerships with business, education, economic development, and industry associations and how business and industry involvement is used to drive this strategy.*

In the recent past, the state has directly funded four incumbent worker/customized training projects in the health care and construction industries throughout the state. These were intended to address the lack of capacity in the education system to meet the industries' need for skilled workers. In all cases, a combination of resources from WIA, the industry and the educational entities have been brought together to sustain the training effort. The council is now considering pilot projects to address manufacturing and will expand to other sectors as funds permit. ITAs are driven by individual choice following a review of labor market information. The state has broadened ITAs to include them for use in the Trade Adjustment Assistance Program.

- iii. Discuss the State's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand and economically vital occupations.*

The state will continue funding of the existing high growth and pilot projects similar to those mentioned above in the coming program years (PY 07 and PY 08) as funds allow. However, due to the severe budget cuts, it is expected that only limited new enrollments will occur during the coming years. The state will examine opportunities to enter into additional projects funding high growth high demand opportunities. The state has not set a limit for funding, but will continue to monitor enrollment under ITAs in selected occupational areas such as health care and high technology. The state has also requested two waivers to allow for the use of local Adult/Dislocated worker funds and statewide Rapid Response funds to provide incumbent worker training, which may also have an impact upon addressing the need within the state to provide these specific training opportunities.

*iv. Describe the State's policy for limiting ITAs (e.g., dollar amount or duration)*

The state will not limit Individual Training Accounts funding amounts, duration or define allowable training costs.

*v. Describe the State's current or planned use of WIA Title I funds for the provision of training through apprenticeship.*

The state allows WIA Title I funds to be made available for use by participants who are pursuing apprenticeship training programs. Guidance is provided to front-line staff for coordinating with the Bureau of Apprenticeship and Training when establishing training in apprenticeable occupations. The construction high growth project is part of a program recently approved by BAT.

*vi. Identify State policies developed in response to changes to WIA regulations that permit the use of WIA Title I financial assistance to employ or train participants in religious activities when the assistance is provided indirectly (such as through an ITA) (20 CFR § 667.266(b)(1).)*

Idaho adopted federal policy when it was established. State program participants may use WIA Title I financial assistance to receive training in religious activities *only* when the financial assistance is provided *indirectly* through the use of Individual Training Accounts or ITAs. This type of indirect support does not violate WIA's regulations as long as program participants are given a genuine, independent choice about where to direct their aid. Rules regarding the use of WIA Title I financial assistance for the *direct* support faith-based organizations have not changed. Direct support occurs when Title I financial assistance is given directly to a faith-based organization by a WIA grantee.

Faith-based training providers seeking to offer their training services to participants under WIA must adhere to all other program requirements. This includes applying for admission to the state's Eligible Training Provider (ETP) list. The state Workforce Development Council, or its designee, will continue to make the determination on whether a proposed course of study is appropriate for placement on the state's ETP list.

*c. Eligible Training Provider List. Describe the State's process for providing broad customer access to the statewide list of eligible training providers and their performance information including at every One-Stop Career Center. (§112(b)(17)(A)(iii).)*

The Eligible Training Provider List will be available through the *IdahoWorks* home page. This process ensures that customers and other states will have access to the list through the Internet. As outcome data is developed, it will be added to this Web site.

When consistent and verifiable outcome information is produced through the Eligible Training Provider system, this information will be made available in the One Stop Centers through this automated system. All One Stop Centers and Affiliate sites have staff available to assist customers who either choose or are unable to access this information through automated means. This data will complement the wide variety of training and labor market information already available in the One Stop Centers. This information includes the extensive labor market information available in the One Stop Centers and the automated Career Information System. In the Career Information System, training occupations are matched with labor market information such as wage rates, projected annual earnings, long term employment prospects and descriptions of work conditions. Idaho's Career Information System also provides programs of study, program cost information and a host of other information on training programs and services.

- d. *On-the-Job (OJT) and Customized Training (§§112(b)(17)(A)(i) and 134(b).) Based on the outline below, describe the State's major directions, policies and requirements related to OJT and customized training.*
- i. *In a narrative format, describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.*

During the last two program years, the Workforce Development Council has earmarked a portion of the Governor's 15% funds to develop and support customized training proposals. Proposal guidelines were structured to allow replicability using local WIA funds for future expansion of these activities at the local level. Due to decreased WIA funds, the Workforce Development Council will consider additional pilot proposals weighed against needs for additional dislocated worker and youth proposals. The waivers which the state has requested this year – to permit the use of local Adult/Dislocated worker funds and statewide Rapid Response funds to provide incumbent worker training – may also have an impact upon the awarding of any future proposals.

In an effort to ensure the workforce system attains economic development goals outlined by the Governor, state staff will provide technical assistance and arrange for training to increase the awareness of the opportunities and the technique used in developing OJTs.

- ii. *Describe how the State:*
- *Identifies OJT and customized training opportunities;*

OJT opportunities are identified by case managers performing job development employer contacts and through employer voiced interest in response to marketing efforts. Customized training opportunities are identified by workforce, economic development or education partners through routine contacts with business and cross-marketing of services available throughout the system.

- *Markets the concept as an incentive to untapped employer pools including new business to the State, employer groups;*

Idaho's Business Services brochure, which promotes the use of customized and OJT training, is available through all One Stop Centers and on the state's Web site. The

brochure is also used during in-person One Stop Center outreach to new and expanding businesses in Idaho.

- *Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;*

All One Stop offices will have the training and support to become full service business centers incorporating the Council's focus on high growth, high demand industry needs across the state. This will build upon previous efforts started in 2003 to identify opportunities to better serve businesses that culminated in PY'04 funding of four incumbent worker/customized training projects in the health care and construction industries. These projects will continue in the first year of the plan and new projects will be identified as funding permits.

- *Taps business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training*

The Workforce Development Council continues to support the development of cross-disciplinary learning that matches the expanding number of cross-functional competencies and skill sets that are needed on the job. Information is organized to include education, employment and economic development services into career clusters. Business Industry Consortia have been developed in three critical industries (manufacturing, healthcare and science and technology and will be considered for others as the project moves forward.

- *Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.*

The Governor's Workforce Development Council will continue its recent efforts to focus the workforce system on the needs of business. It recently adopted a challenging set of Policy Academy goals and strategies for better meeting business needs, and authorized the regional allocation of the Governor's 15% funds for high growth business pilot projects. This initiative will fund four customized/incumbent worker training projects that will prepare new employees or lower-skilled, lower-wage incumbent workers for employment in higher-wage skilled occupations. These projects were funded due to their financial partnership with business and due to their "replicability" using local funds.

4. *Service to Specific Populations. (§112(b)(17)(A)(iv).)*

- Describe the State's strategies to ensure that the full range of employment and training programs and services delivered through the State's One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.)*

The One Stop system has been developed to address the needs of customers with special needs. The electronic *IdahoWorks* continues to expand the array of employment and training opportunities available to customers. Self-accessed services are available to customers in homes via the Internet, through the One Stop Centers, Affiliate sites and at remote locations throughout the state. Staff assisted services will be made available to those customers with disabilities, older workers, non-English proficient and other special

populations who are not able to utilize the self-help systems or prefer individualized assistance. The One Stop system will improve the delivery of information regarding services available to special populations and streamline referrals to Partner agencies for services.

The state partners will continue to identify and expand the delivery of information disseminated in Spanish for that segment of customers from our migrant and seasonal workforce as well as other customers with limited English language skills. Statewide procedures have been developed to offer interpretive services for other non-English speaking customers, including a Language Line Service for use by staff to connect minority customers with staff who are able to speak a customer's primary language. During the last decade, the Idaho Department of Labor has doubled its minority workforce to help improve services to minorities. As a result, more than 130 employees are fluent in a language other than English (18, including American Sign Language) and are able to provide assistance to customers in need in their primary language.

As noted in sections IX.C.4.h and i, the state conducts extensive outreach activities, in coordination with other public and private community organizations, targeting migrant and seasonal farmworker and Hispanic customers. Work continues with the state's Native American populations throughout the state, including regular staff visits to tribal locations to provide workforce development system information to its members. Although the state does not have a large minority population outside these two major groups, efforts are still made to reach out to groups with significantly smaller populations, most of which are situated in the population bases with universities or other higher educational institutions. As a result, local offices in those areas make an extended effort to keep in contact with university student employment offices as well as any job fairs that may take place in the area in order to help meet minority students' needs.

Close working partnerships with the Department of Health and Welfare at both the state and local level will ensure that the full range of services available in the One Stop system is offered to public assistance recipients. DHW is represented on the Workforce Development Council and is an active partner in coordinating the delivery of Temporary Assistance for Families in Idaho (TAFI) with WIA Title I services. Although the state has determined that sufficient TAFI funds exist and that public assistance recipients will not constitute a priority group under WIA, services to TAFI participants may be provided under Title I, if needed and as appropriate to enable the move to self-sufficiency and employment.

Information regarding non-traditional training opportunities will be made available through the *IdahoWorks* system. In addition, One Stop Operators will utilize various approaches offered via core and intensive services to inform and refer customers to non-traditional career opportunities. One Stop Operators will coordinate with the regional Partners representing the local Workforce Training Network (WTN) institution to increase awareness and participation in non-traditional training programs. Idaho's Centers for New Direction provide employment and training services for displaced homemakers and single parents through the WTN institutions. The centers, which promote non-traditional training and employment for this population, participated on the One Stop Regional Collaborative Teams and serve as part of the service provider network in each workforce area in the state.

Services to low income individuals, dislocated workers and displaced homemakers will be available throughout the One Stop system to offer core, intensive and training services as needed to obtain or retain employment. Efforts to assist dislocated workers will be coordinated with Rapid Response activities conducted by the state Dislocated Worker Unit to address the needs of workers impacted by mass layoffs and closures. Reemployment services through the One Stop system will be made available to small

business operators, farmers and ranchers who have been determined eligible for Dislocated Worker services.

The state has established policies and procedures to ensure compliance with the non-discrimination and equal opportunity provisions of all applicable laws. Provisions will be included in each subrecipient agreement under the Workforce Investment Act that require compliance with non-discrimination and equal opportunity statutes. Appropriate notice will be provided to system customers of their rights under these laws and that a complaint process, including alternative resolution procedures, is available. The state will include a review of compliance with said statutes in its oversight and monitoring activities. The state will ensure facilities are accessible, that reasonable accommodations are available to customers with disabilities, that communication with customers with disabilities is as effective as communications with others, auxiliary aids and services are available, and that translation assistance will be provided to significant populations of Limited English speaking people.

*b. Describe the reemployment services you will provide to unemployment insurance claimants and the Worker Profiling services provided to claimants identified as most likely to exhaust their unemployment insurance benefits in accordance with section 3(c)(3) of the Wagner-Peyser Act.*

With the passage of the Unemployment Compensation Amendments of 1993 which amended the Social Security Act, a new system was initiated which established procedures to profile UI claimants and identify those who are likely to exhaust their unemployment insurance. The amendments require that those workers who need job search assistance to find new employment be referred to reemployment services. Reemployment services are provided with ES and WIA resources.

Because Idaho's *IdahoWorks* system houses both the UI and ES data in a single database, UI claimants who are required to look for work are obligated to register with ES (Wagner-Peyser services) when they file their Unemployment Insurance claims. Additionally, most Commerce and Labor local offices have "blended" staff where the same person provides both ES and UI services to claimants; true "one-stop" service. Even when the staff is not "blended", personnel sit side-by-side and easily refer customers between programs.

All claimants who are registered for work in *IdahoWorks* are entitled to all services that are available in all of Idaho's 24 local offices and on the internet. As a result, the service that each claimant receives is "tailored" to their needs, i.e., those persons that need one-on-one services can request them from the local office while those that can best be served by self-service can accomplish that at home via the internet.

To maximize the coordination and efficiency of the Worker Profiling and Reemployment Services program, Reemployment Services staff will provide documentation, including case management reports, if appropriate, to Unemployment Insurance funded staff for those Reemployment Services customers who do not report for services or cooperate with their individual service plan. This documentation, and additional information as appropriate, will serve as the basis for denying Unemployment Insurance benefits to claimants who fail to comply with the provisions of the law. Additionally, Reemployment Services staff will coordinate with Unemployment Insurance staff to correlate the continued receipt of Unemployment Insurance benefits with successful progress towards completion of the individual service plan.

Reemployment services for those referred include at a minimum:

Orientation - the process of informing claimants why they have been selected for reemployment services, the variety of comprehensive and beneficial services available and the mandatory nature of profiling program participation.

Assessment - the process of collecting and analyzing information from the claimant to determine the best mix of services necessary to obtain employment. Information areas may include an applicant's needs, strengths, support systems, education, job skills, interests and career objectives and current work search activities. Information may be gathered informally, via interviews or observations, or formally via assessment tools such as aptitude tests, computer assisted programs and interest inventories.

Profiled claimants who are determined during the orientation and assessment process to meet other conditions for exemption status will not be required to participate in further reemployment services. Those not exempted will be required to participate in at least one reemployment service.

- c. Describe how the State administers the unemployment insurance work test and how feedback requirements (under §7(a)(3)(F) of the Wagner-Peyser Act) for all UI claimants are met.*

Unemployment Insurance claimants who are not job or union attached are required to complete the Wagner-Peyser registration process and are then referred to suitable work as job openings are identified. Filing of a new UI claim online also includes completion of the work registration process. Because Idaho's *IdahoWorks* system houses both the UI and ES data in a single database, UI claimants who are required to look for work register with ES (Wagner-Peyser services) when they file their Unemployment Insurance claims, whether in person or online via the Internet. Claimants who obtain a referral to a job opening from the ES system have that referral logged on the *IdahoWorks* list of services. Both ES and UI staff members have access to the data and are able to see if a claimant refused or did not follow through on a job referral. All staff members are trained to recognize and follow-up on referrals when a claimant does not follow through on a referral or job test. The state is currently participating in a pilot project to verify that a claimant is seeking suitable work. It is anticipated that this pilot project will enhance opportunities for a quality feedback loop.

- d. Describe the State's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, and Trade Adjustment Assistance (TAA) programs. Does the State have a policy supporting co-enrollment for WIA and TAA?*

WIA Dislocated Worker and Trade Adjustment programs are both administered through the One Stop Centers. Since the inception of WIA, any means of cost sharing has been emphasized to increase the impact of limited funds. In Idaho, the state-level rapid response team includes staff from the dislocated worker, UI and TAA units. When notified of any closure or mass layoff, the team quickly broadens to include local delivery staff with expertise in provision of rapid response, dislocated worker, UI, TAA and Wagner-Peyser services. This state-local team communicates with the employer and employee representatives, assesses initial community impact, identifies and includes other partners for rapid response assistance and develops integrated service delivery schedules to meet the needs of each individual employer and the impacted workers. Team members work closely with service provider management staff to develop a service delivery plan that coordinates resources and ensures one-stop access to information and enrollment in UI, TAA, WIA and Wagner-Peyser, many times at the job site prior to dislocation. Idaho's rapid response delivery system provides the impacted worker with coordinated application and enrollment for WIA, TAA and Wagner-Peyser services. Forms used for WIA career assessment and retraining plans are accepted for the TAA program, eliminating client redundancies and

streamlining co-enrollment processes. Although co-enrollment is not mandated, rapid response service delivery planning has ensured the majority of TAA recipients in Idaho are also being served with WIA funds. The state requires co-enrollment of TAA recipients whenever they receive WIA staff or other supportive services.

- e. *How is the State's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a.) above and to ensure they are being identified as a critical pipeline of workers?*

Beyond the workforce system structure which provides a voice and a response to those partners dedicated to resolving the needs of specific populations described under paragraph (a.), the Workforce Development Council's goals and strategies will further strengthen collaboration between business, the workforce system and education to meet the needs of all citizens to overcome barriers and ensure they are being identified as a critical pipeline of workers. The Workforce Development Council goals also outline goals to meet the needs of all populations, including special populations. These may be found as attachments to this document.

- f. *Describe how the State will ensure that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible?*

The state has developed a Methods of Administration which offers a comprehensive description of actions taken to ensure that the One Stop system in Idaho addresses the needs of customers with special needs, to include the full array of available services. All of the state's One Stop Centers currently comply with ADA legislation to ensure access for persons with physical disabilities, providing for the most integrated setting possible for serving customers with disabilities. One Stop Center computers are able to enlarge print for customers with visual disabilities. The Idaho Department of Labor maintains an informal agreement with the Idaho Commission for the Blind and Visually Impaired for Braille, tape or large print of written information and maintains a verbal agreement with the Council for the Deaf and Hard of Hearing for a directory of Sign Language and Oral Interpreters. Local level staff are instructed to contact the EO Officer or Personnel Office by phone or e-mail to request a service or the required information.

The department's EO Officer also maintains liaison with disability groups such as Vocational Rehabilitation, Council on Developmental Disabilities and Idaho Task Force on the ADA to ensure policies are communicated and to utilize these groups as resources available to customers with disabilities. The Idaho Department of Labor web site "*IdahoWorks*" and the computer-generated self-registration include taglines to ensure clear communications regardless of the process utilized by the customer. The EO Officer coordinates with the Publications Committee of the department to ensure taglines and other appropriate information are included and effective on publications. A comprehensive list of resources for serving the disabled have been made available on the WIA portal.

To compliment these existing efforts, the Idaho Department of Labor has been awarded a Disability Program Navigator grant through a cooperative effort between USDOL and the Social Security Administration. The grant is designed to improve the state's workforce investment system's capacity to serve customers with disabilities and employers. This initiative funds states to establish Disability Program Navigator positions throughout the state to facilitate ongoing universal access in the One Stop Career Center system for job seekers with disabilities through outreach to the disability community, assuring the

availability of trained and expert staff and enhancing coordination across programs and services.

- g. Describe the role LVER/DVOP staff have in the One-Stop Delivery System? How will the State ensure adherence to the legislative requirements for veterans' staff? How will services under this Plan take into consideration the agreement reached between the Secretary and the State regarding veterans' employment programs? (§§112(b)(7), 112 (b)(17)(B); 322, 38 U.S.C. Chapter 41; and 20 CFR §1001.120).*

One Stop system veteran customers will be provided the full array of services available within the system, empowered with customer choice and customized access to those services that satisfy their individual needs for career development. Access to the system will be provided universally to assure customers that there is no wrong door. In the provision of these services, veterans' priority will be followed in accordance with 38 USC Chapter 41 and 20 CFR 1001.100 et seq. and the provision of the DVOP and LVER grants. The DVOP and LVER will facilitate veteran access to all employment and training programs, including WIA.

Since the One Stop Centers throughout the state of Idaho are operated by the state's Wagner-Peyser and Jobs for (LVER/DVOP) grantee, many of the historical operating procedures, ensuring adherence to the legislative requirements for veterans' staff will remain in effect, such as facilitating employment, training and placement services furnished to veterans in a state under the applicable state employment service delivery systems.

This includes the roles and responsibilities of DVOPs and LVERs, as outlined in VPL no. 11-02, which are integrated into the delivery of services to veterans within all the One Stops in the state in order to meet their employment needs. These processes will not negatively impact customer choice, but ensure that veteran funded staff will provide service only to veterans or eligible persons; that they will not supplant Wagner-Peyser funded staff; and that veterans will receive priority service in employment and training opportunities in accordance with 20 CFR 1001.100 et seq. and PL 107-288.

The functional integration of veteran staff and their roles will be carried out to the fullest extent possible within the One Stop system. An example of this is the DVOPs role. They must concentrate their efforts on serving those veterans who have special employment and training needs by focusing on the facilitation of intensive services through case management, especially for those who are not able to obtain employment through the provision of core services. As such, if a veteran does not require intensive services or case management, non-veteran staff should be able to meet the needs of the veteran by providing them core services directly. In this process, non-veteran staff would help to meet the needs of veteran customers twofold- a) they could offer a core service directly to the veteran customer, which b) would allow the DVOP to focus on initiating the intensive services for those veterans who truly require the assistance.

LVERs are required to establish contact plans with employers in order to develop employment and training opportunities for the benefit of veterans. The One Stop system has developed a Business Relations Initiative that focuses on the premise that the best way to help job seekers and hard-to-place customers find jobs is to satisfy business customers. With this premise as its core, each office within the system has established a Business Relation Initiative Committee (BRIC) to target employers in its area. To be successful in this endeavor, staff must know what it is they are marketing, to whom they are marketing, why they are doing it, and how they can do it effectively. By integrating LVERs into this committee already in place, they will be able to focus on marketing veterans to employers for employment and training opportunities.

- h. Department of Labor regulations at 29 CFR 37, require all recipients of Federal financial assistance from DOL to provide meaningful access to limited English proficient (LEP) persons. Federal financial assistance includes grants, training, equipment usage, donations of surplus property, and other assistance. Sub-recipients are also covered when Federal DOL funds are passed through from one recipient to a sub-recipient. Describe how the State will ensure access to services through the State's One-Stop delivery system by persons with limited English proficiency and how the State will meet the requirements of ETA Training and Employment Guidance Letter (TEGL) 26-02, (May 29, 2003) which provides guidance on methods of complying with the Federal rule.*

Using its Methods of Administration as a foundation, the Idaho Department of Labor established a communication policy to address its responsibility in offering services to limited English proficient individuals by providing meaningful access to department programs and services as required by Executive Order 13166, Title VI of the Civil Rights Act of 1964 and Section 188 of the Workforce Investment Act of 1998. This policy follows the guidance issued by the U.S. Department of Labor for recipients of federal financial assistance regarding Title VI's prohibition against national origin discrimination.

The state Workforce System and its One Stop Career Centers sponsor a variety of services that reach those with limited English proficiency (LEP). To help accomplish this, they use media advertising (PSAs) and send notices to, and consult with, local community organizations. The Idaho Department of Labor operates an effective employment services outreach program statewide with outreach staff that is bilingual in English and Spanish to inform customers, especially farm workers, of the services available. These outreach activities are coordinated with other public and private community organizations, One Stop partners and MSFW service providers in order to inform as many customers as possible. This information is presented in both English and Spanish, which is the predominant language spoken by Idaho LEP residents at 2.8 percent of the population. And special presentations are also made to English as a Second Language groups, Hispanic high school students and farm workers to teach participants the basics of personal computing so they can access the *IdahoWorks* system.

To assist in determining the level of necessary and reasonable oral interpretation and written translation services to be offered to customers with LEP, the department will make an annual assessment of the language needs of LEP customers and potential customers.

To make this assessment, the department uses the following data: (1) information from cost centers within the system on LEP customer utilization, potential LEP customers and bilingual staffing; (2) current census data on households where English is spoken "less than very well" in each county in Idaho and grouped by WIA regions and local office locations; (3) current census data on Idaho's population by language spoken at home; (4) seasonal demographic data from the census; (5) labor market information on seasonal populations; (6) demographic information from other state agencies on LEP languages encountered throughout the state; and (7) information from community based minority organizations on LEP customers served.

The following four factors will be used by the state to determine what constitutes reasonable steps to ensure meaningful access to LEP customers:

1. The number or proportion of LEP customers in the eligible service population;
2. The frequency with which LEP customers come into contact with the program;
3. The importance of the service provided by the program; and
4. The resources available to the recipient to provide access.

The correct mix of language services must be based on what is both necessary and reasonable in light of this four-factor analysis. Recipients have two main ways of providing language assistance: oral interpretation, either in person or via a telephone interpretation service; or written translation. Oral interpretation can range from onsite interpreters for critical services provided to a high volume of LEP customers, to access through commercially available telephonic interpretation services. Written translation can range from translation of an entire document to translation of a short description of the document. In some cases, language services should be made available on an expedited basis while in others the LEP customer may be referred to another office for language assistance.

At a minimum, LEP customers will be offered oral interpretation services to help them access and understand recipient programs. Regarding the need for written translations, it is the responsibility of each recipient to determine which forms, publications or other materials need written translation. Vital documents that may need to be translated include applications for services; public notices; information on program requirements; information on customers' rights and responsibilities; notices regarding the reduction, denial or termination of services; and recipient consent, complaint and intake forms.

- i. Describe the State's strategies to enhance and integrate service delivery through the One-Stop delivery system for migrant and seasonal farm workers and agricultural employers. How will the State ensure that migrant and seasonal farm workers have equal access to employment opportunities through the State's One-Stop delivery system? Include the following:*
  - *The number of Migrant and Seasonal Farmworkers (MSFWs) the State anticipates reaching annually through outreach to increase their ability to access core, intensive, and training services in the One-Stop Career Center System.*

The state has automated and integrated the delivery of services within the One Stop System and included strategies designed to better serve and provide these services to the MSFW customer. Currently, the state's electronic self-registration system for labor exchange, *IdahoWorks* and the Customer Satisfaction Survey are available in English and Spanish in all 24 One Stop offices as well as through the state's Web sites. Additionally, some local Idaho Department of Labor offices have developed other handouts in Spanish based on local labor market conditions or information on services and procedures. The state will continue to assess the need and availability for bilingual staff in areas with a high concentration of Spanish-speaking population.

The state Monitor Advocate Unit continues to conduct ongoing monitoring of the service provided to Migrant and Seasonal Farmworkers. Office reviews are conducted to identify the needs and concerns that affect the provision of services for farmworkers, and to provide technical assistance as appropriate, and are brought to the attention of the administrative and executive personnel when necessary. The MAU, funded by Wagner-Peyser funds, ensures that ES services are coordinated with other MSFW service providers, helps to identify

overall changes in agricultural employment, MSFW trends and employment rights, and recommends new program approaches.

To protect the employment rights of MSFWs, federal regulations place the responsibility of administering the federal Job Service-related complaint system within the state. MSFW complaints are handled through the local Idaho Department of Labor offices while unresolved complaints are then referred to the Monitor Advocate's office for determination. The MAU also performs follow-up on complaints filed with local Idaho Department of Labor offices and referred to other agencies.

#### EMPLOYMENT SERVICES PROVIDED TO AGRICULTURAL EMPLOYERS

Basic labor exchange services will be provided to the agricultural employer community through the automated process of matching job seekers to job orders received as well as recruitment and direct referral from staff. The state will continue to provide information about ES services and assist agricultural employers through direct employer visits and employer outreach

The state will continue to expand services to agricultural workers and employers, including the recruitment of U.S. farmworkers, by coordinating basic labor exchange services, outreach, information dissemination, and training workshops with other One Stop partner agencies, organizations and the employer community. Working relationships exist with the Community Council of Idaho, Idaho Legal Aid Services, Inc. and various agricultural producer organizations to provide services and information.

#### OUTREACH PLAN

Allocated staff for outreach will be locally driven with emphasis on services that are customer-driven and customized to specific labor markets, rather than focusing solely or primarily on the number of services provided. All local Idaho Department of Labor offices with outreach staff have permanent and/or temporary staff that are bilingual in Spanish to conduct outreach. During the area's peak agricultural season, if resources permit, additional temporary bilingual staff will be used to support MSFW activities.

The state plans to fund a total of 2.49 FTEs for MSFW outreach in the six "significant bilingual" offices and five other offices for PY 07 and PY 08. This level of support will maintain the same number of positions that have been allocated for the current year.

Anticipated MSFW Outreach Service Goals

Department of Labor Local Office	FTEs PY 07/08	Outreach Days	MSFW Contacts
Bonnors Ferry	.12	3	81
Payette	.34	6	162
Emmett	.01	1	30
Canyon County	.39	9	243
Magic Valley	.32	9	243
Mini-Cassia	.40	9	243
Mountain Home	.24	4	108
Rexburg	.17	5	135
Pocatello	.05	3	81
Blackfoot	.27	5	135
Idaho Falls	.19	3	81
Total	2.49	57	1542

Staff assigned to outreach will contact MSFWs at their work sites, labor camps, living areas and other places frequented by the migrant and seasonal farmworkers. Outreach workers will encourage MSFWs to visit the local One Stop office, but may provide onsite assistance for services including: work registration, referrals to available job openings for which they qualify, prepare and accept complaints or apparent violations, provide information on local labor markets and training opportunities or refer workers to other service providers. Outreach activities will be coordinated with other public and private community organizations and One Stop partners, in order to inform as many MSFWs as possible about the services that are available through the Idaho Department of Labor, its Web site and other providers.

The state of Idaho, through its network of 24 Idaho Department of Labor offices in the state's One Stop system, will fully comply with provisions of 20 CFR, Part 653, Subpart B and Part 658, Subpart E. The operational objective of the state is to provide qualitatively equivalent and quantitatively proportionate service to MSFWs compared to non-MSFWs in all ES compliance indicators.

5. *Priority of Service*

- a. *What procedures and criteria are in place under 20 CFR 663.600 for the Governor and appropriate local boards to direct One-Stop operators to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds allocated to a local area for adult employment and training activities are determined to be limited? (§§112(b)(17)(A)(iv) and 134(d)(4)(E).)*

With the implementation of the Temporary Assistance for Families in Idaho (TAFI) in July, 1997, Idaho's public assistance caseload has seen a dramatic decline. Due to the success in moving public assistance recipients into employment, the TAFI program has expanded services to assist families who are at risk of becoming TAFI eligible as a preventive measure. Families with incomes less than 200 percent of the federal poverty guidelines and who are at

risk of becoming eligible for TAFI without intervention can receive help with work-related needs. This program enables families who qualify to get help with training costs for up to twelve months from the date they first need help. Additionally, effective January 1, 2000, the Department of Health and Welfare (DHW) began providing families receiving Medicaid and Food Stamps as well as some non-custodial parents with the same employment and training services offered TAFI participants. Therefore, the state determined that sufficient TAFI funds exist statewide to serve public assistance recipients and that local areas be relieved of the requirement of providing priority to this population.

The state Workforce Development Council analyzed the customer need in relation to resource availability, in order to determine whether there are sufficient funds available in the local area to serve all adults appropriate for intensive and training services. If the analysis demonstrated that sufficient funds are available, no priority of service would be required. The analysis indicated that sufficient funds did not exist and that priority for intensive and training services were to be provided to low income groups other than public assistance recipients. The Workforce Development Council adopted this policy on a statewide basis for PY'06 and will continue in PY 07 and PY 08.

*b. What policies and strategies does the State have in place to ensure that, pursuant to the Jobs for Veterans Act (P.L.107-288)[38 USC 4215], that priority of service is provided to veterans (certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor, in accordance with the provisions of TEGl 5-03 (9/16/03)?*

The Idaho Department of Labor will ensure that all ES staff provide veterans with priority in direct employment and training-related services and supportive services at any One Stop Career Center receiving Wagner-Peyser funds or housing Wagner-Peyser staff as required by 20 CFR, Chapter IX, Subsection 1001.120, title 38 of US Code Chapter 41 and as set forth in the General and Special Grant Provisions of the current grant. The state has also incorporated the requirements of Jobs for Veterans Act, which gives eligible and qualified veterans (and certain spouses) priority over non-veterans. In making referrals of qualified applicants to job openings and training opportunities, the department shall observe the following order of priority: 1) Special Disabled Veterans 2) other disabled veterans 3) other eligible veterans and eligible persons in accordance with priorities set by the Secretary, which may include veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge or expeditionary medal has been authorized, recently separated veterans (those within 36 months of separation from the military at the time of application), other eligible veterans, eligible spouses, non-veterans.

Most USDOL programs have only general program eligibility requirements and do not target specific participant groups, thus implementation of the veterans' priority has posed few practical difficulties for these programs. However, in a few programs such as the WIA-funded Adult and Youth programs, the veterans' priority will compete with existing statutory priorities that favor certain population groups and must be taken into account when applying the priority.

A covered person is entitled to and will be given priority over non-covered persons for the receipt of employment, training and placement services if the person otherwise meets the eligibility requirements for participation in the program (see specifics below)

A covered person is a veteran:

- A. Who served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge;
- B. Who was discharged or released from active duty because of a service-connected disability; or
- C. Who, as a member of a reserve component under an order to active duty pursuant to section 12301 (a), (d), or (g), 12302, or 12304 of Title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge.

A covered person also includes the spouse of any of the following:

- A. Any veteran who died of a service-connected disability.
- B. Any member of the Armed Forces on active duty who, at the time of application for assistance under this section, is listed in one of the following categories for at least 90 days: missing in action, captured in line of duty by hostile force, or forcibly detained or interned in line of duty by a foreign government or power.
- C. Any veteran who has a total disability resulting from a service-connected disability.
- D. Any veteran who died while a disability so evaluated was in existence.

For programs that have existing statutory priorities that target certain population groups, such as WIA Adult and Youth programs, the veterans' priority is applied to covered persons that meet program criteria. This means an individual meeting both the veterans' priority and the program requirements would receive the highest priority for WIA Youth or Adult services over a non-covered person, assessing the person's status in light of both the veterans' priority and the program's eligibility criteria.

Non-covered persons meeting program requirements will have preference over any covered person who does not meet these requirements. If both the non-covered person and the covered person are outside the program requirements, the covered person will have priority if the requirements of the program are ultimately met. No one, including a covered person, should receive any type of service if they do not meet the program eligibility criteria.

For programs that do not target specific groups, such as the WIA Dislocated Worker program, the veterans' priority is given to those that first meet the program's existing eligibility requirements. This means a covered person would receive priority for services over a non-covered individual, only after satisfying the Dislocated Worker program's eligibility requirements. In cases where targeting of a particular group is discretionary and not required by law, the veterans' priority for an individual takes precedence above the discretionary priority group.

- D. *Rapid Response. (112(b)(17)(A)(ii).) Describe how your State provides Rapid Response services with the funds reserved under section 133(a)(2).*
  - 1. *Identify the entity responsible for providing Rapid Response services. Describe how Rapid Response activities involve local boards and Chief Elected Officials. If Rapid Response activities are shared between the State and local areas, describe the functions of each and how funds are allocated to the local areas.*

The Idaho Department of Labor's state staff will continue in a lead role for deploying rapid response assistance to worker dislocations. Notices of plant closures and mass layoffs,

as required by the Worker Adjustment and Retraining Notification Act (WARN), will be submitted to the Idaho Department of Labor. The department's Employment and Training Division will provide copies of the notice to the department's division administrators and state agencies participating in the One Stop system. Copies of the notice will also be sent to the chair of the local Council of Governments of the area impacted by the announced closure or mass layoff.

The Idaho Department of Labor's Employment and Training Division will serve as the state Dislocated Worker Unit (DWU) and will have chief responsibility for the coordination of dislocated worker services within the department and with other entities. The department offers a comprehensive array of services including Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance and Veterans services. Dislocated Worker interventions involve these programs and benefits from their services and resources. The department's Field Services Division operates these programs. All rapid response services will be coordinated closely with the local One Stop Centers. The department will also coordinate closely with the state AFL-CIO in arranging services for dislocations involving organized labor

2. *Describe the process involved in carrying out Rapid Response activities.*
  - a. *What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?*

All dislocation notices received due to WARN Act will be reviewed by the DWU and the appropriate response will be developed in close coordination with the Department's Field Services Division and the local One Stop management staff. The state AFL-CIO will be consulted on dislocations involving organized labor. If it is determined that there will be significant dislocation which warrants state rapid response, the Employment and Training Division will initiate onsite contact with the employer and the appropriate employee representatives to assist in arranging the most effective reemployment activities. These contacts will take place as soon as possible. In addition, the DWU will respond to publicly announced large layoffs in the same manner as described above. The local One Stop manager will take the lead in responding to smaller dislocations

- b. *What efforts does the Rapid Response team make to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?*

The Rapid Response Team will promote early intervention to worker dislocations. Based on information from the company, the Rapid Response Team will develop the appropriate service delivery strategy. The response will take into account the skills of the impacted workers, the potential for direct job placement and the availability of resources to address the short and long-term needs of the workers. Services will include onsite information meetings on available employment and training programs, employee surveys, aggressive promotion of services and coordination with training providers. The state DWU and local One Stop staff will coordinate to ensure that the employees receive information on the services available through the workforce system programs including the One Stop Center, the postsecondary school(s) in the area and the WIA programs. Based on the availability of resources and the company's receptiveness, the Rapid Response Team will determine what services to offer onsite. This will include financial management, job search assistance and other workshops as requested. If appropriate, fully automated onsite reemployment centers will be established and staffed.

In addition to promoting core services, the Rapid Response Team will encourage the use of intensive and training services for appropriate individuals. The WIA Title I Dislocated Worker service provider will conduct an individual assessment of the impacted worker to determine the appropriate services. The in-depth assessment will determine the

appropriate service delivery plan for all customers including those with multiple barriers to reemployment.

Labor/Management Committees will be the preferred method of assistance in responding to large closures and layoffs. Each year, the state will set aside \$200,000 of the Title I Dislocated Worker 25 percent funds to support rapid response. The first priority for these will be to encourage companies to participate in Labor/Management Committees. These funds will be utilized to supplement the local WIA Title I services and will support core, intensive and training services for the employees of the company. The department will consider utilizing the committee approach and providing rapid response assistance for closures involving 50 or more employees. The DWU's decision will be guided by such factors as:

- 1) whether dislocations are permanent and the employees have no bona fide offer of reemployment;
- 2) the impact of the dislocation on the community;
- 3) potential benefits of state intervention on the reemployment effort; and
- 4) willingness of the company and the employees to participate in the effort.

Second priority for funding will be to support services for dislocations where the DWU and the local One Stop staff have agreed that it is appropriate for the local area to take the lead in organizing the response. This is a typical response to smaller dislocations. Funds will be made available when the local area lacks resources to meet the demand for services.

The Rapid Response Team will also review and evaluate the potential for layoff prevention services. The goal of these efforts will be to retain the business and to minimize any downsizing effort. If appropriate, the DWU and local One Stop staff will also present local economic development programs in identifying layoff prevention options. These efforts will include determining appropriateness of requesting assistance from the state's Workforce Development Training Fund.

The balance of Rapid Response funds not required to support the above activities will be allocated to the local providers to supplement their Dislocated Worker area allocations. Priority for funding will include support for carry-in participants and areas experiencing increases in dislocations. Funds will be allocated based on these needs and/or through the Dislocated Worker substate funding formula.

- c. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?*

The department's Employment and Training Division will be responsible for coordinating the rapid response activities including the initial employer/employee contacts, promoting and establishing Labor/Management Committees, collecting information on dislocations and available resources, providing and arranging technical assistance for the response effort, disseminating information on available program services and assisting local efforts. The Employment and Training Division will also be responsible for coordinating Dislocated Worker and Trade Adjustment Assistance Programs for impacted workers. At the state level, these efforts will be coordinated with the Division of Professional-

Technical Education, Idaho Commission on Aging, Health and Welfare and agency economic development specialists.

Within the department, the rapid response activities will involve and be closely coordinated with the Field Services Division, Benefits Bureau, Research and Analysis Bureau, Marketing and One Stop offices. The Field Services Division will assist in the initial contacts with the employer and in organizing and participating in the appropriate method of response to the dislocations. The Benefits Bureau will assist in coordinating the Unemployment Insurance and Trade Adjustment Assistance Act with the reemployment effort. The Research and Analysis Bureau will provide labor market data and information on unemployment insurance claimants. The Employment and Training Division will also collect information on available resources and provide technical assistance to the response effort. The department's Information Officer will disseminate information on the available services as well as information on specific rapid response efforts. One Stop staff will provide assistance with the Unemployment Insurance, Employment Service, Veterans Services, Trade Adjustment Assistance and WIA Title I in the areas they provide those services.

The Employment and Training Division will be responsible for contacting the employer and employees to obtain agreement to participate in the joint Labor/Management Committee and for scheduling the initial meeting. In addition, the Division will be responsible for assisting the committee in selecting a neutral chair; providing the committee with training on their roles, goals and procedures; arranging financial support for the committee; arranging state and local coordination and providing technical assistance. The Division will also assure that rapid response services are well coordinated with the appropriate local elected officials.

Via a grant of Rapid Response funds, the Idaho state AFL-CIO will participate in rapid response activities for dislocations involving organized labor. The AFL-CIO will assist in obtaining labor's participation in the reemployment effort and will participate in disseminating information on program services. The AFL-CIO will assist in identifying Labor/Management Committee chairs acceptable to the employees and will assist in identifying the employees' representatives for the committees. When appropriate, the AFL-CIO will assist the committee in organizing informational workshops for the displaced workers and in promoting service utilization. Also, the AFL-CIO will assist in identifying appropriate layoff prevention strategies. Organized labor coordination will be supported with rapid response funds.

The One Stop Management staff will be responsible for coordinating local workforce investment activities with the state's rapid response efforts. This effort includes making WIA Title I resources available to support services for dislocated workers targeted by rapid response efforts. The staff will assist the state in promoting rapid response, early interventions services and Labor/Management Committees. The staff will participate in rapid response informational meetings, Labor /Management Committee meetings and will assist in helping develop response plans to worker dislocations. The One Stop staff also will assist in coordinating services with local economic development efforts and the appropriate local elected officials.

*3. How does the State ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?*

Since the One Stop management and frontline staff are deeply involved in each Rapid Response intervention at the earliest stages, transitioning to One Stop activities is truly seamless for affected workers.

*4. Describe how Rapid Response functions as a business service? Include whether Rapid Response partners with economic development agencies to*

*connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers? How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the State promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?*

The Idaho Department of Labor has years of experience providing rapid response services to our business community. Its proven track record is evident by its exemplary performance. Companies view these services as positive, proactive and business-friendly.

Idaho's Rapid Response Team provides the following activities for its business community:

- a. Immediate and onsite contact with the employer, representatives of the affected workers and the local community.
- b. Information and immediate access to unemployment compensation benefits, comprehensive One Stop system services and employment and training activities, including TAA.
- c. Establishing labor/management committees.
- d. Developing a coordinated response which may include the development of an application for a National Emergency Grant.
- e. True connection with economic development activities by working extensively with the Department of Commerce.

Idaho Department of Labor staff take every opportunity to promote the full range of business services at each contact independent of the reason for that contact. This brings a comprehensive range of economic development, workforce development and education services to the attention of the businesses we serve.

5. *What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?*

As indicated above, the Rapid Response team brings the wide range of resources available through the states employment, education and economic development service providers. Depending on the needs of individuals, the team also brings in community resources to offer help in areas ranging from health insurance to child care to financial planning and more. Because of solid connections established through economic development, workforce development and employment during periods of growth and expansion, the department has wide access to contacts who also advise in times of downsizing.

6. *What systems does the Rapid Response team use to track its activities? Does the State have a comprehensive, integrated Management Information System that includes Rapid Response, Trade Act programs, National Emergency Grants, and One-Stop activities?*

The state's Management Information System currently provides integrated participant, financial and management reporting for WIA Dislocated Worker, NEG and TAA program activity. Tracking Rapid Response team activities continues on the intra-agency communications system.

7. *Are Rapid Response funds used for other activities not described above (e.g., the provision of additional assistance to local areas that experience increased*

*workers or unemployed individuals due to dislocation events in case of unusually large layoff events)?*

With \$200,000 retained for Rapid Response activities at the state level, the balance of funds are allocated to local areas as they experience increased numbers of individuals in need of dislocated worker services due to layoffs or closures. The state will analyze needs in the region giving first priority to continued training of those already enrolled before providing funds for new enrollments. Given the significant cuts in funding this program year, it is not anticipated that the state will be able to maintain a set-aside to arm against larger closures; rather, we will rely on applications for NEGs.

- E. *Youth. ETA's strategic vision identifies youth most in need, such as out of school youth, (and those at risk) youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, homeless youth, and migrant and seasonal farmworker youth as those most in need of service. State programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, postsecondary vocational training, apprenticeships and enrollment in community and four-year colleges. (§112(b)(18).)*
1. *Describe your State's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any State requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, or have disabilities. Include how the State will coordinate across State agencies responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy. (§112(b)(18).)*

The workforce system has participated as part of a highly coordinated, continuum of services designed to assure that healthy, well-nurtured and well-educated children enter adulthood as productive members of the workforce.

Among the youth services available on a statewide basis are the employment and training services offered under the Workforce Investment Act, labor exchange services offered through Wagner-Peyser, services for youth who have entered the juvenile justice system through the Department of Juvenile Corrections and county probation offices, services to youth in families receiving, at risk of needing, or transitioning from public assistance through the Idaho Department of Health and Welfare, vocational training opportunities at the secondary and postsecondary level provided through the public school system and postsecondary technical colleges, services to youth with disabilities through the Idaho Division of Vocational Rehabilitation and elementary and secondary educational services offered through the Department of Education and local secondary school districts. In addition, the Community Council of Idaho offers employment and training services to migrant and seasonal farmworker youth at various sites across the state. Although federal School-To-Work funding has ended, local efforts continue across the state to provide opportunities to youth as they transition from the world of learning to the world of earning. These statewide services have been augmented by a network of local providers and community based organizations throughout the state, including Native American grantees within the state that provide employment and training services to Native American youth.

A number of highly effective partnerships have been developed among the agencies listed above in the delivery of youth services on a statewide level and through local youth efforts.

Because WIA funds are limited, development of a comprehensive, community-wide approach to meeting the needs of youth requires collaboration among a variety of workforce, educational and related agencies to develop program strategies that address the multiple needs of youth and establish the sequence of services needed to help youth move toward functioning as effective citizens, family members and employees.

Most coordination with foster care, education, welfare and programs that serve youth with special barriers to employment, including youth with disabilities takes place locally through various linkages already in place. Several representatives of these same local level programs serve on the Workforce Development Council and participate at the state level to develop strategies to serve youth with special needs. Service providers at the local level have also employed a variety of approaches to collaborate on service delivery.

2. *Describe how coordination with Job Corps and other youth programs will occur. (§112(b)(18)(C).)*

Job Corps has had a voice in the design and delivery of local WIA youth activities through participation through the linkages mentioned above. Through these mechanisms, they have had and continue to have several options to assure appropriate access to youth activities for Job Corps participants. Contractors for Job Corps regularly schedule visits to One Stop Centers and Affiliate locations to recruit new participants. Youth service providers also routinely make referrals to the Job Corps. Federal contracts also avail themselves of the placement opportunities available in the One Stop system as participants are transitioned to their home communities.

As mentioned earlier in the plan, with the advent of the shared federal vision for youth – *Creating a Collaborative Approach to Prepare Youth for Success in a Global, Demand-Driven Economy*- and USDOL's New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act, the state has mobilized its efforts to follow the lead established by its federal partners. Accordingly, the groups participating in this effort will represent a broad spectrum of youth populations in need throughout the state, including Job Corps. With its staff participating in one of the regional forums rolling out the shared federal vision for youth, Job Corps is expected to play a significant role in this process within the state.

3. *How does the State Plan to utilize the funds reserved for Statewide activities to support the State's vision for serving youth? Examples of activities that would be appropriate investments of these funds include:*
  - a. *utilizing the funds to promote cross agency collaboration;*
  - b. *demonstration of cross-cutting models of service delivery;*
  - c. *development of new models of alternative education leading to employment; or*
  - d. *development of demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successful into the workforce pipeline with the right skills.*

As noted earlier under Section I, the state's vision for serving youth falls directly under the guidance of the state Workforce Development Council. The workforce development system participates as a component of a highly coordinated continuum of services designed to assure youth are well prepared to enter adulthood as productive members of the workforce.

As part of this current planning cycle, the Workforce Development Council will allocate additional funds for youth in need to local areas to provide additional funds for current providers to serve at risk youth. Because of the large drop in funding, only limited resources will be available for specific program services. During PY'07 and PY'08, the council will examine the use of the youth in need funds to determine if further direction is required to drive resources to those identified as most in need. In the interim, the state will continue to monitor services to populations identified as most in need to ensure that they continue to receive these services.

*e. Describe how your State will, in general, meet the Act's provisions regarding youth program design. (§§112(b)(18) and 129(c).)*

The state has undertaken significant efforts to insure that its youth program complies with provisions regarding youth program design. State personnel embarked upon extensive and in-depth analysis to determine the appropriate approach to implementing a successful youth program which, based on its recent performance outcomes and results, appears to have been achieved, noting that many of its participants have moved on to successful endeavors, allowing them to compete in the market place of this demand-driven economy.

Considerable research has been conducted regarding the effectiveness of various strategies for serving at-risk youth (both in-school youth and dropouts) in an effort to identify factors contributing to the success of the effective models and the demise of ineffective ones. As a result of these studies, researchers and practitioners have concluded that six design features form the foundation for effective youth programs.

As such, the state adopted these key design features as the basic policy framework for WIA youth programs in Idaho and used to develop youth strategies in the state:

- **Adult support, structure and expectations** - advisors, mentors, role models, teachers, setting clear and high expectations;
- **Creative forms of learning**, including SCANS competencies, work-based learning, project-based learning and other environments that make learning engaging and relevant;
- **A combination of guidance and rich connections to the workplace**, including matching youth with suitable employers, job coaching and structured learning opportunities;
- **Support and follow-up**, including referral to or arrangement for needed ancillary services and opportunities to learn trust, as well as work ethics;
- **Using youth as resources**, allowing them to contribute to their own growth; and
- **Quality Implementation**, through well-managed programs, incorporating evaluation and continuous improvement, quality staff training and materials and effective use of resources

Based on these key design features, the state adopted the following Guiding Principles, which are used by the Workforce Development Council to shape youth policy and develop a comprehensive youth strategy:

- The Council will establish and oversee a system of youth development, education and training that promotes and enhances academic achievement, high school graduation, work-readiness skills, postsecondary readiness, occupational skill achievement and employment readiness.
- Locally-identified needs of both dropouts and in-school youth, particularly those at risk of dropping out, will guide the design of youth programs.
- Individual, in-depth, comprehensive assessments will allow services to be tailored to each youth's specific needs.

- Services will be tied to the age and maturity level of each youth.
- Service strategies will be sequenced over time to maximize learning gains and assimilation of appropriate work behaviors.
- Service strategies for dropouts will include efforts to assist youth in achieving high school credentials.
- Service strategies will emphasize the use of SCANS skills through contextual learning opportunities that combine school-based learning opportunities and work-based opportunities.

The state's approach to ensuring that the required design features are reflected in program design is through the issuance of the state's comprehensive youth policy as described above, including the use of the Guiding Principles in developing strategies to make the ten required elements available, which have been continually reviewed by the state to ensure that the requirements of §129 of the Act are clearly met. These guidelines will be used to develop strategies for PY'07, PY'08 and beyond.

One Stop service areas generally work closely with secondary and alternative schools across the state in dropout prevention efforts with a goal toward high school completion and preparation for postsecondary opportunities. Tutoring, basic skill remediation, employability competency training, counseling, work opportunities and supportive services are among the most common services provided in conjunction with local schools. Previously, the state has trained local staff and regions on the incorporation of SCANS skills into work-based learning activity. This has been successfully carried over to continue WIA over the last five years, allowing for the expansion of local capacity for reinforcing the connection between academic and occupational learning.

Employability training (pre-employment/work maturity skills training) has always been and continues as a staple among the menu of services by workforce development system partners. Linkages with the One Stop system and School-To-Work activities that have been sustained locally strengthen service provider efforts directed toward making connections for participants with the employer base across the state.

Work experience had been a mainstay of summer employment opportunities for at-risk youth throughout JTPA, and like employability training, still continues under WIA. An increased emphasis has been placed upon project-based learning integrating SCANS skills and competencies and leadership development opportunities on a year-round basis.

Vocational training continues to be available at both the secondary and postsecondary level through public and private schools, as well as through a variety of community based organizations across the state, all of whom are active partners in the workforce investment system.

Mentoring programs have been institutionalized into the WIA menu of youth services. Soon after WIA was implemented, specific training in this area was provided to local providers in order to expand the workforce development system' ability to offer this service. As indicated in Section VI.F, the state has required that local areas take steps to ensure that mentoring efforts offer mentors and mentees maximum protection and quality experiences through appropriate screening and training of mentors and through the provision of ongoing support for mentoring activities.

The state has relied heavily on WIA service providers and their coordination with other community resources in order that they may continue to provide the necessary guidance and counseling, supportive services and follow-up contacts to help participants sustain gains made during program participation. Guidance and counseling is available through WIA providers, the Department of Health and Welfare Substance Abuse program, Wagner-Peyser programs, the Idaho Division of Vocational Rehabilitation, the Idaho Commission on

Aging, secondary and postsecondary technical colleges, private providers and a host of community based organizations. Individuals may choose to receive this service in-house or be referred to a more appropriate source.

Follow-up services have generally focused on continued contact with participants through both formal and informal channels designed to help participants sustain gains made during program participation. This may take the form of coaching and trouble-shooting on the job, coordinating with school staff to further participant goals in educational settings and general support based on individual needs.

F. *Business Services. (§§112 (a) and 112(b)(2).) Provide a description of the state's strategies to improve the services to employers, including a description of how the State intends to:*

1. *Determine the employer needs in the local areas and on a Statewide basis.*

The employer community is a valued and important customer of the One Stop system. The Workforce Development Council includes a goal the routine collection of data from employers to ensure a demand-driven workforce system. As new members have been added to the Council, a deliberate effort was made to seek nominees from important industry sectors to ensure ongoing communication; this is a practice that will be continued as business members are added to the Council. The Council and their one stop system seek employer input in a variety of means:

- Regional Labor Economists routinely identify and publish regional business activity to assist front line staff in targeting employer needs.
- Special surveys have been conducted to identify skills needs of employers.
- The Workforce Development Council is overseeing a project to improve workforce supply-demand information.
- Business Industry Consortia have been created in three key industries, Science & Technology, Manufacturing and Healthcare. The Governor's 15% funds are currently being used and will continue in PY07 to support talent development for the manufacturing industry.
- One Stop Centers and training programs in the postsecondary system host employer committees to advise on service delivery.
- The development of career clusters will aid in communication among business and the workforce, education and economic development system.

To assure staff is viewed as an asset by the employer community, Career Development Facilitation Training is provided to all front-line staff as a mechanism to focus efforts to improve services to both employer and job seeking customers, thereby enhancing the quality of job listings and improving customer satisfaction.

The evolution of technology tools to assist staff to better serve employer needs will continue to be a priority item in the One Stop Career Center delivery system.

2. *Integrate business services, including Wagner-Peyser Act services, to employers through the One-Stop system.*

The Idaho Department of Labor has fully committed to the development of the One Stop system in Idaho and will offer all of its programs through the system. These include Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance, Jobs for Veterans (LVER/DVOP) and employment and training assistance and a host of cost reimbursable grants including WOTC and W2W Tax Credits, LMI, H2A and

other special grants as well as a state funded training program. The department will continue to disseminate and assist with the delivery of the full range of economic and development services for the community.

Wagner-Peyser funds have been used to operate the state's primary labor exchange for a number of years. The Wagner-Peyser Employment Service System has been a referral point for all work ready participants about to exit program services. Job registration and job listing services are accessible at any partner location or over the Internet. This assures broad use of the system by all partners and eliminates the need to create alternative systems.

3. *Streamline administration of Federal tax credit programs within the One-Stop system to maximize employer participation? (20 CFR part 652.3(b), §112(b)(17)(A)(i).)*

The Work Opportunity Tax Credit (WOTC) and Welfare to Work Tax Credit programs are administered by Idaho Department of Labor. Program information is made available to employers and the public through direct marketing, brochures and electronically through the Idaho Department of Labor Web site and through the One Stop Career Centers and system partners. Idaho Department of Labor has centralized the training and processing of all documents submitted by Idaho employers, including related certifications and other written communication.

G. *Innovative Service Delivery Strategies (§112(b)(17)(A).)*

1. *Describe innovative service delivery strategies the State has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key State goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Statewide reserve, employer contributions, education funds, non-WIA State funds).*

Throughout this document, the state has described strategies we believe will yield the positive results suggested in this section. Among the projects are those described as the states priorities in Section II of this plan. These include plans to:

- Eliminate duplicative administrative systems and maximize opportunities for talent development.
- Increase state and local flexibility.
- Continue Transformation into a Demand-Driven System with a focus on talent development to drive regional economic competitiveness.
- Enhance Integration of the One Stop System.
- Refocus Youth Investments.
- Improve Workforce Information.
- Assure a quality pre-K-16 plus system of education and training.
- Increase access to post-secondary education.
- Connect workforce skills and lifelong learning strategies.
- Connect regional infrastructure and economic development strategies.
- Connect investment and entrepreneurship strategies.
- Promote Flexible Workplaces.
- Create an Entrepreneurial Workforce.
- Expand awareness of the Workforce System.

Additional strategies that have been described in this plan and chronicled in a report on the state's business services include:

- Pilots that share resources of the workforce and education system with business to expand training in high growth industries;
- Extensive staff training to meet needs of customers and businesses;
- Specialized labor market studies to identify skills gaps and partnerships
- Development of career clusters to guide workforce, economic development and education;
- A Business Relations Strategy that incorporates staff training and focus on business as the system's first customer;
- Pilots to identify and offer intensive services to business;
- The use of the state's Workforce Development Training Fund to build the skills of workers in new and expanding industries;
- Extensive use of technology to reach employers and workers alike and joint partnerships with business to manage recruitment;
- Extensive building/remodeling of facilities to provide special facilities for business and
- Intensive labor exchange practices tied to business recruitment and expansion.

2. *If your States participating in the ETA Personal Re-employment Account (PRA) demonstration, describe your vision for integrating PRAs as a service delivery alternative as part of the State's overall strategy for workforce investment.*

Idaho is fortunate to be a participant in the PRA demonstration. The program is being operated in five One Stop Centers selected because of the higher than average unemployment in one center and lower than average unemployment in the second. The demonstration will allow the state to determine whether the PRA program should be provided as an opportunity statewide under the WIA program when it is reauthorized. Information will be gathered on a wide variety of demographic, occupational and economic data so that the state can carefully structure any future PRA opportunities.

- H. *Strategies for Faith-based and Community Organizations (§112(b)(17)(i).) – Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven systems goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry. Describe those activities to be undertaken to: (1) increase the opportunities for participation of faith-based and community organizations as committed and active partners in the One-Stop delivery system; and (2) expand the access of faith-based and community-based organizations' clients and customers to the services offered by the One-Stops in the State. Outline those action steps designed to strengthen State collaboration efforts with local workforce investment areas in conducting outreach campaigns to educate faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system. Indicate how these resources can be strategically and effectively leveraged in the State's workforce investment areas to help meet the objectives of the Workforce Investment Act.*

In 2003, the state convened a group of several representatives of faith- and community-based organizations (FBCO) and representatives of state agencies to determine the effort currently being made in incorporating FBCOs as working service partners in the state. The results of a strength, weaknesses, opportunities and threat (SWOT) analysis

showed that the state had made inroads in doing so. Each key state agency had established a position to coordinate FBCOs interests and efforts to assist in providing services throughout the state to the underserved, and noted that the state's workforce development system has had several FBCOs apply and receive grants to operate as WIA service providers within the state for several years.

As a means of enhancing outreach opportunities to those most in need, the state is examining the potential for increasing the participation of FBCOs as committed and active partners in the One Stop delivery system. Efforts have taken place to market the system to instill awareness of the resources available through the workforce development system. Included as part of this effort would be the expansion of access to FBCOs' clients and customers to the services offered by the state's One Stop system.

The state will make an extensive effort to expand universal access to program information and funding throughout the state, to include service opportunities for FBCOs, especially for those that have demonstrated a successful ability in forming partnerships and providing services to those most in need.

X. *State Administration*

- A. *What technology infrastructure and/or management information systems does the State have in place to support the State and local workforce investment activities such as a One-Stop operating system designed to facilitate case management and service delivery across programs, a State job matching system, web-based self service tools for customers, fiscal management systems, etc.? (§§111(d)(2), 112(b)(1) and 112(b)(8)(B).)*

The state has invested heavily in using technology to expand the services provided to its customers as well as the tools available to staff to improve their effectiveness and efficiency. As with improvement of facilities, much of the progress in technology was made possible by creatively using a variety of grant funds and supplemental funding sources to achieve the desired results.

Hi-tech lobbies were initially installed in local offices across the state in 1995/96 with the help of the federal One Stop grant and the state's Special Administration Fund. In 2003, the state was able to upgrade/replace all the lobby computers using a portion of the Reed Act funds that were distributed back to all states by the U.S. Department of Labor.

Without a doubt, the most significant technology development for the state's workforce system has been the *IdahoWorks* information system. This is a comprehensive system used to deliver a variety of unemployment insurance (UI) and employment and training services throughout the state. The system's internet-based design was initiated in 1995 using One Stop grant funds and it has continued to evolve and grow in scope since that time. *IdahoWorks* is constructed using internet technologies thus allowing it to be used both internally in one stop offices and partner sites and externally by customers over the internet. The user interfaces are standardized across programs thus maximizing ease of use and overall satisfaction for both staff and customers. The largely self-service aspect of the system has greatly increased the number of customers who obtain service and frees up staff to help those with special needs. The state believes that the system provides substantial savings when compared to traditional approaches.

The *IdahoWorks* system combines a full array of unemployment insurance, labor exchange and training programs within one system that meets the needs of both job seeker and business customers. Job seekers and UI claimants use the system to file initial and continuing claims for unemployment insurance, register for work, scan available jobs, obtain information about available training programs and search an extensive array of labor market and career information. Businesses can use the online system for reporting wages and filing UI taxes, listing job orders, as well as accessing labor market information and an extensive body of related information on topics such as business expansion, tax credits and employment services.

*IdahoWorks* serves as the One Stop information system for the Workforce Investment Act in Idaho and has been used by all workforce investment areas for case management, program management, financial management, federal reporting, etc. The system has extensive edits, data quality prompts to remind case managers that data needs to be reviewed or updated and a wealth of information used for management. While the simplicity of data entry is a hallmark of the system, the wide range of program, performance and financial information available at the touch of a button has created a comprehensive management system that allows users at all levels to easily identify and address both client and program management issues.

Uniquely, in 2007, the Division of Human Resources entered into an agreement with the Idaho Department of Labor to:

- Recruit and screen applicants for classified positions in state government;
- Recruit and screen applicants for classified positions in state government;
- Establish and maintain hiring registers for classified positions in state government;
- Conduct annual salary and benefit surveys at the direction of the Division of Human Resources; and
- Maintain an automated system for recruiting and tracking applicants for classified positions in state government.

*IdahoWorks* houses the state's Human Resource System as a system component. The system includes online job announcements, online applications, online testing and online hiring registers. The system continues to accept thousands of applications for state jobs from the general public, as well as current state employees.

The Unemployment Insurance Internet Claims System, the Job Seeker Registration System and the state's Human Resource System have each received Information Technology Achievement awards from Idaho's Information Technology Resource Management Council. The UI Internet Claims System was also recognized by the National Association of state Workforce Agencies.

In mid-2004, ICL further enhanced its business services when it rolled out a new Employer Job Entry (EJoE) system that allows employers to write, enter and manage their own job listings. Employers control how the job seekers contact them from the job posting. Through the system, they can also review lists of candidates who have inquired about a job listing and screen applicant profiles and resumes. Self-posting is optional and Employment Consultants in the local office are available to help businesses, as needed, to write good job descriptions and/or navigate the system. This system has been received very positively since its launch.

More recently, in response to the medical community's special need to recruit employees, Commerce and Labor used its technological expertise to develop customized electronic job listing/resume posting systems for the Idaho Hospital Association. The customized job bank provides a simple process for member businesses to post their jobs and for job seekers to post their resumes.

Many businesses probably view Unemployment Insurance more as a tax requirement than a service provided for their benefit. However, the program requires extensive interaction between the agency and individual businesses, and each contact provides a service opportunity that can affect the general relationship between the Idaho Department of Labor and the business. Over the years, the Department of Labor used both technology and the human touch to improve its customer relationship. As noted previously, employers were recently provided the option to report wages and file taxes through *IdahoWorks*. On the more human side, and as a means to improve decisions for UI eligibility, local office staff now telephone employers directly to obtain information related to employee separation thus achieving better response and better decisions. At the same time, extensive document imaging (becoming paperless) provides the agency with more opportunities to conduct quality control reviews of records. The agency strives to be "number one" in the quality of its UI decisions, as that helps build the confidence and support of business in the overall agency.

Labor market information is another customer service that has helped workers and business benefit significantly from the agency's commitment to technology. Idaho's Labor Market Information (iLMI) Web site helps businesses make decisions that may be related to a wide variety of issues including availability of skilled workers, pay and benefits by occupations, economic profile of the state and counties, area demographics, industry growth and composition and number of workers by occupation. During PY 2005,

the iLMI Web site experienced thousands of visits comprising well over a million hits. Customer interest in iLMI is continuing to grow. The agency conducts continuous analysis of Web site usage as well as customer feedback to keep the site up-to-date with data, reports and publications that are in demand

*B. Describe the State's plan for use of the funds reserved for Statewide activities under WIA §128 (a)(1).*

The funds have been primarily used to support systems necessary for operation of the workforce investment system with limited funding available for discretionary activities. Priority for PY07 and PY'08 will be to fund mandatory activities and commitments made for high growth projects initiated in PY'06 and designed to continue into subsequent funding cycles. Priority for PY'07 will continue with the same. Attachment 16 reflects plans for use of statewide funds for PY'07-PY'08.

*C. Describe how any waivers or workflex authority (both existing and planned) will assist the State in developing its workforce investment system. (§§189(i)(1), 189 (i)(4)(A), and 192).)*

Eligible Provider List:

As noted earlier in this plan under Section V. Item J., the state of Idaho is seeking an extension of its current waiver on the Time Limit of the Period of Initial Eligibility for Training Providers. An extension of this provision will assist the state in the continuation and development of its workforce investment system in a variety of ways.

The state's training providers have expressed strong concerns with the implementation of subsequent eligibility requirements. By continuing the waiver extension, Idaho can be assured of maintaining a comprehensive eligible training provider list, allowing program participants the opportunity to select their choice of providers. The state is committed to delivering quality employment and training programs under WIA, which can only be provided by allowing participants to choose from a plethora of eligible training providers and their programs, which is currently available on the state's ETP list. However, it is very likely that if the waiver is not extended, the implementation of the subsequent eligibility criteria will prevent providers from participating in WIA and deny the state the ability to continue to provide the broadest range of training options for its WIA participants.

Single State Board:

The state's use of a single state board to oversee limited WIA funding allows for:

- The redirection of funding from planning and duplicative administrative systems to training;
- Expanded opportunities to align and integrate workforce development, economic development and education policy and services;
- Expansion of service access through development of a more comprehensive one stop system; and
- Increased efficiency in administration and operation of the system.

Use of Common Measures for Reporting:

The state has adopted and reported on the six USDOL common measures in lieu of the existing 17 WIA performance measures. The state would like renew its waiver to continue with the implementation of this reporting process until June 30, 2009. This effort is done in conjunction with the implementation of these measures for the state's Wagner-Peyser, Jobs for Veterans Act and Trade Adjustment Act programs. This

waiver has helped to strengthen the state's ability to assess its statewide workforce development system.

Use of Local Adult/Dislocated Worker Funds to Provide Incumbent Worker Training:

The state has requested a waiver under WIA Section 134 to permit local areas use of a portion of local area formula funds for adults and dislocated workers to provide incumbent worker training identified at WIA Section 134(a)(3)(A)(iv). USDOL has approved these waivers for other states looking to provide training to incumbent workers in need of skill enhancement. The waiver will allow for expansion of public-private partnerships and a greater focus on the high growth industries that will drive the regional economy. The waiver will also allow entry level, low wage workers the opportunity to attain a self-sufficient wage level through increased skill development.

Use of statewide Rapid Response Funds to Provide Incumbent Worker Training:

The state has requested a waiver to allow statewide Rapid Response funds to be used to provide incumbent worker training as outlined in WIA Section 134(a)(1)(B). Benefits are consistent with those listed above. This option will be implemented only in cases where dislocated worker funds are not needed to meet demand but rather to promote the strengthening of regional economies by focusing on employer competitiveness and talent-development through training.

*D. Performance Management and Accountability. Improved performance and accountability for customer-focused results are central features of WIA. To improve, states need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. (See Training and Employment Guidance Letter (TEGL) 15-03, Common Measures Policy, December 10, 2003.) In this section, describe how the State measures the success of its strategies in achieving its goals, and how the State uses this data to continuously improve the system.*

*1. Describe the State's performance accountability system, including any state-system measures and the state's performance goals established with local areas. Identify the performance indicators and goals the State has established to track its progress toward meeting its strategic goals and implementing its vision for the workforce investment system. For each of the core indicators, explain how the State worked with local boards to determine the level of the performance goals. Include a discussion of how the levels compare with the State's previous outcomes as well as with the State-adjusted levels of performance established for other States (if available), taking into account differences in economic conditions, the characteristics of participants when they entered the program and the services to be provided. Include a description of how the levels will help the State achieve continuous improvement over the two years of the Plan. (§§112(b)(3) and 136(b)(3).)*

In developing the performance expectations, the state has considered factors such as economic conditions, the characteristics of participants and the services to be provided. The state has also committed to working closely with the local providers in identifying significant changes in the factors used to develop performance levels and negotiating the appropriate revisions at both the federal and local levels.

Idaho has always believed that it is critical to closely monitor the appropriateness of the core measurement system to avoid unintended negative impacts on service delivery strategies. The state's service providers need assurance that

the WIA measures system will not inadvertently create barriers to quality services. Accordingly, the state has worked closely with the local areas to identify potential problems early and to make the appropriate adjustments in performance expectations.

As described above and as evidenced by its previous performance achievement levels, Idaho has always closely monitored the WIA performance system and performance expectations to ensure that they contribute to quality service delivery. Meeting and exceeding appropriate performance levels have required comprehensive quality services that contribute to a high level of customer satisfaction. This emphasis on performance accountability helps promote continuous improvement.

Also, as part of an overall effort to determine the performance and progress of the state's workforce development system, the Workforce Development Council invited a leading national expert in performance management and measurement to share insights with it on state of the art measurement systems across the country. The Council requested that state staff research options for measuring the state's workforce system efforts, utilizing the guiding principles it had established several years ago. State staff convened a group of Idaho's system partners to discuss its findings and determine an appropriate course of action. A three-tiered approach to system measures was seen as appropriate, utilizing individual program measures in the first tier, Common Measures in the second tier, with the last tier intended to portray system progress beyond the earlier categorical program results through a limited number of indicators that will measure progress on the Council's highest priority goals. The state plans to consider the Integrated Performance Information project sponsored by the National Governors' Association as a potential option for establishing system measures.

2. *Describe any targeted applicant groups under WIA Title I, the Wagner-Peyser Act or Title 38 Chapters 41 and 42 (Veterans Employment and Training Programs) that the State tracks. (§§111(d)(2), 112(b)(3) and 136(b)(2)(C).)*

The state routinely monitors services under Title I, Wagner-Peyser and VETS to track all mandated priority groups. Tracking is available through the state's *IdahoWorks* management information systems. In WIA Title I, the MIS allows for tracking of enrollments and outcome for a variety of demographic, education, economic and social characteristics to ensure equity of service to the groups with special attention to those groups targeted in the legislation—public assistance recipients, veterans, individuals with disabilities and older individuals as well as displaced homemakers in the dislocated worker program. In the youth programs, special tracking is done for public assistance recipients, veterans, individuals with disabilities and out-of-school youth. These are available on a real time basis reflecting enrollments, exits and outcomes reported for interim indicators.

The Wagner-Peyser Management Information Report tracks services to veterans, MSFWs and individuals with disabilities. This is also available as an online report.

3. *Identify any performance outcomes or measures in addition to those prescribed by WIA and what process is the State using to track and report them?*

As indicated above, the state uses a process of interim indicators to manage performance under Title IB programs. These include such indicators as placement at exit, wage rate at exit and youth indicators as well as fund

utilization and economic and demographic characteristics of enrollees. These allow the state and its service providers to maintain real time access to progress and financial information, allowing corrective action to occur during the program year. These are available on line to anyone with security access to the WIA system. Significant information is also available on client progress and fund utilization to aid in managing the case load.

4. *Describe the State's common data system and reporting processes in place to track progress. Describe what data will be collected from the various One-Stop partners (beyond that required by DOL), use of quarterly wage records (including how your State accesses wage records), and how the Statewide system will have access to the information needed to continuously improve. (§112(b)(8)(B).)*

Idaho will operate a statewide management information system and financial payment system. All WIA Adult, Dislocated Worker and Youth service providers will use these automated systems. These systems offer capability to closely monitor and manage Individual Training Accounts usage. The automated MIS and financial system will allow for ongoing reporting on amount of expenditures by each training provider. This system will help ensure that payment and tracking methods are easily accessible at the local level and will encourage the utilization of ITAs. The statewide systems will also help ensure quality performance reporting.

Continuous improvement endeavors require access to performance data as well as customer satisfaction information. Idaho's WIA MIS Internet system provides the online user with a number of ad hoc reporting options ~ demographic/programmatic/accounting data related to active participants or completers; data collected during follow-up; required federal reports, including performance data based on quarterly wage records. Ad hoc reporting allows the user to access data at all levels ~ state, local area, service provider or participant.

Idaho is committed to obtaining customer input on service delivery and increasing customer satisfaction. All programs are encouraged to utilize a wide variety of methods to obtain customer feedback ranging from simply listening to customers to formal surveys.

The Department of Labor obtains employer feedback through ICL Employer Committees, Small Business Information Fairs, employer input surveys and focus groups. For example, when the department established Employer Resource Centers in each of the offices, 200 employers were surveyed to identify the resources they would find the most useful. Based on this feedback, informational materials have been developed and are available in printed version or on the department's web site.

The department also utilizes a variety of methods to obtain job seeker input. These methods include surveys, comment cards, direct feedback, Labor/Management Committees and Internet e-mail. The *IdahoWorks* system also includes an automated user friendly survey that measures satisfaction with local office staff, services, self-registration process, the job search system and resource center services. Through the Internet e-mail customers have access to the Director, management staff and program experts. Recent comments received through this dynamic system have lead to improvements in the menu selections for accessing job order information and in the process for receiving applications for state employment.

The statewide WIA management information system will provide the capability of analyzing the WIA customer satisfaction surveys by participant groups. The WIA customer satisfaction survey will be enhanced to include employment related feedback. This will greatly increase the usefulness of the data for continuous improvement efforts. The statewide management information system allows broad local access to this information.

The state cross-matches files from the WIA MIS and *IdahoWorks* Wagner Peyser system to the Unemployment Insurance wage record system. The state has been a long time participant in the WRIS and FEDES systems, both providing and accessing data nationally. Agreements are also in place with the state's education system, Vocational Rehabilitation and the Commission for the Blind and Visually Impaired to cross match files against the wage record system to establish employment and earnings for those programs.

5. *Describe any actions the Governor and State Board will take to ensure collaboration with key partners and continuous improvement of the statewide workforce investment system. (§§111(d)(2) and 112(b)(1).)*

The State Board has assigned key state agencies the responsibility for developing system measures to test the overall effectiveness of the workforce system. These are described in section X.D.1.

6. *How do the State and local boards evaluate performance? What corrective actions (including sanctions and technical assistance) will the State take if performance falls short of expectations? How will the Boards use the review process to reinforce the strategic direction of the system? (§§111(d)(2), 112(b)(1), and 112(b)(3).)*

The state and Workforce Development Council have been involved in an ongoing evaluation of program performance. The state's WIA management information system (WIA MIS) will be the primary tool used to measure performance.

The state and the Council reviews performance on at least a quarterly basis. State staff is involved in the technical assistance efforts to improve service delivery. State staff meet regularly with service providers to assess opportunities for service improvements including program collaboration efforts and cross training of frontline staff. Possible sanctions range from modifying service provider contracts to reductions of funding or terminations of contracts.

The state and local performance system is based on a commitment to ongoing capacity building and the creation of a continuously improving quality delivery system. The state will utilize the Governor's 15% funds to finance consultants, training conferences or other activities to build the capacity of the workforce investment system. Local service providers will be polled to determine specific needs for training and assistance and will be included in determining the specific use of the funds. The state will also direct capacity building and technical assistance to those areas that are failing to meet performance standards. Capacity building efforts will be closely coordinated with the USDOL's technical assistance activities.

The state will allocate a portion of the WIA state-level budget to region 2 as an incentive award to recognize efficiencies created by streamlining of the system into a single workforce planning region.

Sanctions are applied on a subrecipient level with continued funding based on performance.

7. *What steps, if any, has the State taken to prepare for implementation of new reporting requirements against the common performance measures as described in Training and Employment Guidance Letter (TEGL), 15-03, December 10, 2003, Common Measures Policy. NOTE: ETA will issue additional guidance on reporting requirements for common measures.*

Idaho manages a statewide management information and financial payment system that is utilized by all Trade Adjustment Assistance and WIA Adult, Youth and Dislocated Worker service providers. Idaho Department of Labor Information Systems staff are collecting younger youth wages, both 1<sup>st</sup> quarter after exit wages for the Placement in Employment or Education common measure, as well as 2<sup>nd</sup> quarter post exit wages for the Employment Retention Rate common measure. Idaho is collecting data necessary to calculate performance under the youth Literacy and Numeracy Gains common measure. Idaho is collecting all elements necessary to meet the requirements of Common Measures

8. *Include a proposed level for each performance measure for each of the two program years covered by the Plan. While the plan is under review, the State will negotiate with the respective ETA Regional Administrator to set the appropriate levels for the next two years. At a minimum, states must identify the performance indicators required under section 136, and, for each indicator, the State must develop an objective and quantifiable performance goal for two program years. States are encouraged to address how the performance goals for local workforce investment areas and training provides will help them attain their Statewide performance goals. (§§112(b)(3) and 136.)*

Idaho received approval from USDOL a waiver to adopt and report on the six common measures in lieu of the existing 17 WIA performance measures for PY 2006 (beginning July 2006), coinciding with implementation of these measures for the state's Wagner-Peyser, Jobs for Veterans Act and Trade Adjustment Act programs.

Idaho's planned performance for common measures are in Attachment 11. The planned performance levels were derived by considering the state's historical performance, the measure's definition and numerical components. The planned performance levels will be negotiated with the U.S. Department of Labor, Employment and Training Administration (ETA). ETA prepared an analysis of states' performance outcomes and compiled various comparative tables and rankings. Using those tables, Idaho's planned performance measures and rationale are as follows.

*E. Administrative Provisions*

- 1. Provide a description of the appeals process referred to in §116(a)(5)(m).*

The state's appeal process may be found in Section VIII.A.3 of this plan.

- 2. Describe the steps taken by the State to ensure compliance with the non-discrimination requirements outlined in §188.*

State policy requires all one stop partners to make services available in a manner that complies with Section 188. The state provides information and support to local programs to ensure they are familiar with non-discrimination requirements. Details of these requirements can be found in the state's Methods of Administration at <http://cl.idaho.gov/wia1/moa2003.pdf>

## XI. Assurances

1. The State assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through the allotments made under sections 127 and 132. (§112(b)(11).)
2. The State assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that -
  - a. the State has implemented the uniform administrative requirements referred to in section 184(a)(3);
  - b. the State has annually monitored local areas to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
  - c. the State has taken appropriate action to secure compliance pursuant to section 184(a)(5). (§184(a)(6).)
3. The State assures that the adult and youth funds received under the Workforce Investment Act will be distributed equitably throughout the State, and that no local areas will suffer significant shifts in funding from year to year during the period covered by this Plan. (§112(b)(12)(B).)
4. The State assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of Title 38 US code. The State assures that it will comply with the veterans priority established in the Jobs for Veterans Act. (38 USC 4215.)
5. The State assures that the Governor shall, once every two years, certify one local board for each local area in the State. (§117(c)(2).)
6. The State assures that it will comply with the confidentiality requirements of section 136(f)(3).
7. The State assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing. (§181(b)(7).)
8. The State assures that it will comply with the nondiscrimination provisions of section 188, including an assurance that a Methods of Administration has been developed and implemented (§188.)
9. The State assures that it will collect and maintain data necessary to show compliance with the nondiscrimination provisions of section 188. (§185.)
10. The State assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the State by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
  - General Administrative Requirements:
    - 29 CFR part 97 --Uniform Administrative Requirements for State and Local Governments (as amended by the Act)
    - 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act
    - OMB Circular A-87 --Cost Principles (as amended by the Act)
  - Assurances and Certifications:
    - SF 424 B --Assurances for Non-construction Programs
    - 29 CFR part 37 --Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR § 37.20
    - CFR part 93 --Certification Regarding Lobbying (and regulation)
    - 29 CFR part 98 --Drug Free Workplace and Debarment and Suspension Certifications (and regulation)
  - Special Clauses/Provisions:
    - Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

11. The State certifies that the Wagner-Peyser Act Plan, which is part of this document, has been certified by the State Employment Security Administrator.
12. The State certifies that veterans' services provided with Wagner-Peyser Act funds will be in compliance with 38 U.S.C. Chapter 41 and 20 CFR part 1001.
13. The State certifies that Wagner-Peyser Act-funded labor exchange activities will be provided by merit-based public employees in accordance with DOL regulations.
14. The State assures that it will comply with the MSFW significant office requirements in accordance with 20 CFR part 653.
15. The State certifies it has developed this Plan in consultation with local elected officials, local workforce boards, the business community, labor organizations and other partners.
16. As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:
  - Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I--financially assisted program or activity;
  - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;
  - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
  - The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
  - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.
17. The State assures that funds will be spent in accordance with the Workforce Investment Act and the Wagner-Peyser Act and their regulations, written Department of Labor Guidance implementing these laws, and all other applicable Federal and State laws.

Name of WIA Title I Grant Recipient Agency:

**PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES**

**Name of WIA Title I Grant Recipient Agency:**

Idaho Department of Labor  
Address: 317 W. Main Street  
Boise, ID 83735-0510  
Telephone Number: (208) 332-3570 Ext. 3313  
Facsimile Number: (208) 332-7417  
E-mail Address: [cheryl.brush@labor.idaho.gov](mailto:cheryl.brush@labor.idaho.gov)  
Contact: Cheryl A. Brush, Workforce Policy Adviser

**Name of State WIA Title I Administrative Agency (if different from the Grant Recipient):**

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Address: \_\_\_\_\_  
Telephone Number: \_\_\_\_\_  
Facsimile Number: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

**Name of WIA Title I Signatory Official:**

Roger B. Madsen, Director  
Idaho Department of Labor  
Address: 317 W. Main Street  
Boise, ID 83735-0500  
Telephone Number: (208) 334-6110  
Facsimile Number: (208) 334-6430  
E-mail Address: [roger.madsen@labor.idaho.gov](mailto:roger.madsen@labor.idaho.gov)

**Name of WIA Title I Liaison:**

Roger B. Madsen, Director  
Idaho Department of Labor  
Address: 317 W. Main Street  
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Telephone Number: (208) 334-6110  
Facsimile Number: (208) 334-6430  
E-mail Address: [roger.madsen@labor.idaho.gov](mailto:roger.madsen@labor.idaho.gov)

**Name of Wagner-Peyser Act Grant Recipient/State Employment Security Agency:**

Roger B. Madsen, Director  
Idaho Department of Labor

Address: 317 W. Main Street  
Boise, ID 83735-0500

Telephone Number: (208) 334-6110

Facsimile Number: (208) 334-6430

E-mail Address: [roger.madsen@labor.idaho.gov](mailto:roger.madsen@labor.idaho.gov)

**Name and Title of State Employment Security Administrator (Signatory Official):**

Roger B. Madsen, Director  
Idaho Department of Labor

Address: 317 W. Main Street  
Boise, ID 83735-0500

Telephone Number: (208) 334-6110

Facsimile Number: (208) 334-6430

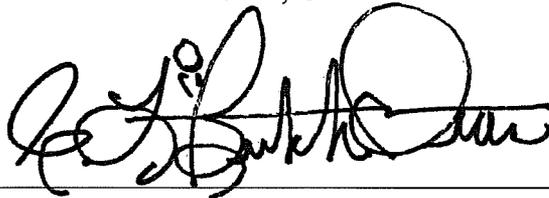
E-mail Address: [roger.madsen@labor.idaho.gov](mailto:roger.madsen@labor.idaho.gov)

As the Governor, I certify that for the State/Commonwealth of IDAHO, the agencies and officials designated above have been duly designated to represent the State/Commonwealth in the capacities indicated for the Workforce Investment Act, Title I and Wagner-Peyser Act grant programs. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor as such changes occur.

I further certify that we will operate our Workforce Investment Act and Wagner-Peyser Act programs in accordance with this Plan and the assurances herein.

Typed Name of Governor: C.L. "Butch" Otter, Governor

Signature of Governor



Date: 06-28-07

## **IDAHO WORKFORCE DEVELOPMENT COUNCIL**

### **MISSION**

The Governor's *Workforce Development Council*, understanding the unique needs of business, education, and labor, will develop policy recommendations and provide oversight for an integrated Idaho workforce development system.

### **VISION**

Idaho's highly skilled, innovative workforce will provide our businesses with the competitive edge needed to thrive in the global marketplace. Partnerships among business, labor, education and government will drive development of a workforce and education system that is agile, integrated, efficient and responsive to the needs of business, students and workers in the highly competitive economy of the 21<sup>st</sup> Century. The quality of life in Idaho will continue to be unmatched as workers and businesses prosper with increasing levels of prosperity fueled by learning and practices contributing to productivity.

### **GOALS**

**Idaho's workforce development and education system will be demand driven, highly integrated, comprehensive and constantly striving to exceed customer expectations**

- Improve early childhood services and programs to better prepare children for school.
- Champion a comprehensive educational system for all students K-16 plus, that assures student readiness for work and further learning and provides access to all adults for continuous learning and growth.
  - Support reforms in the K-12 pipeline to better prepare students to compete in the 21<sup>st</sup> Century economy
  - Improve transitions from K-12 and adult education to postsecondary
  - Increase opportunities for enrollment and completion of postsecondary education programs of study
- Ensure access for business and workers to the full array of workforce and education services and supports
- Improve workforce information to guide education, business and career decisions
- Establish processes for on-going communication with regional partners in business, education and workforce systems to inform decision-making
- Integrate planning, oversight and delivery systems

**Idaho's workforce will be highly skilled, committed to continuous learning, and aware of opportunities available in the market place and the resources to remain personally competitive**

- Increase the size and skills of the Idaho workforce
  - Optimize participation of the untapped labor pool using various strategies to identify and engage prospective older individuals who need and want to work, dislocated workers, minorities, people with disabilities, offenders and the educationally and economically disadvantaged
  - Provide opportunities for and encourage life-long skill development for Idaho's current and transitional workforce
  - Increase understanding of workers, students and parents about career opportunities within the regional labor market and the workforce and education requirement and resources to develop necessary skills
- Identify specific processes to retain the diminishing number of youth in Idaho
- Support policies that result in increased wages, self-sufficiency and economic independence through focused investments and increased skills development
- Promote and recognize the interdependence of and need for balance between work and family life

**Idaho businesses will be engaged in processes that attract and sustain a quality workforce and contribute to profitability and economic growth**

- Promote incumbent worker training and develop incentives for selected high growth, high wage occupations
- Encourage use of workplace flexibility to attract and retain a workforce
- Engage businesses in a "career promotion" initiative to inform students and workers about careers available in the community
- Expand work-based learning opportunities through expanded business-education-workforce partnerships
- Create opportunities and encourage greater participation of business in the design and delivery of workforce and education services
- Encourage business to offer incentives to students in recognition of school performance and attendance
- Create an entrepreneurial workforce that spurs innovation and business expansion
- Expand use of customized training, incumbent worker training and other business based training models to support job creation and increased earnings in high wage, high skill occupations

# Goals and Objectives

## Idaho Workforce Development Council

**GOAL: Idaho's workforce development and education system will be demand driven, highly integrated, comprehensive and constantly striving to exceed customer expectations**

<b>What do we want to do?</b>	Improve early childhood services and programs to better prepare children for school
<b>How do we do it?</b>	<p>Promote parental involvement and education in early childhood development using incentives as appropriate</p> <p>More child care providers have an opportunity to attain a bachelor's degree or higher</p> <p>Establish a certification process for directors of early childhood care and education</p> <p>Recommend that all child care providers be licensed and encourage attainment of a child development certificate or higher</p> <p>More child care programs address the six developmental domains including social, physical, language/literacy, cognitive/intellectual, emotional and cultural.</p> <p>Young children have access to preschool programs through public-private partnerships</p> <p>Parents have a way of identifying quality child care programs through a quality rating scale</p> <p>A tiered reimbursement system for the Idaho Child Care Program is in place and linked to the quality rating scale</p>
<b>What do we want to do?</b>	Champion a comprehensive educational system for all students K-16 plus, that ensures student readiness for work and further learning and provides access to all adults for continuous learning and growth
<b>How do we do it?</b>	<p>Support reforms in the K-12 pipeline to better prepare students to compete in the 21<sup>st</sup> Century economy</p> <p><b>Taking action</b></p> <ul style="list-style-type: none"><li>Support reforms to continually increase skills in STEM subjects (science, technology, engineering and math), including applied academics</li><li>Increase student access to rigorous school-based learning and relevant work-based learning</li><li>Encourage development of work-related foundation skills in all students</li><li>Expand access to professional-technical education</li><li>Encourage the award of academic credit towards graduation for skills learned in applied courses</li><li>Encourage use of the career clusters approach in guiding development of student learning plans</li></ul>
<b>How do we do it?</b>	<p>Improve transitions from K-12 and adult education to postsecondary education</p> <p><b>Taking action</b></p> <ul style="list-style-type: none"><li>Ensure seamless transition among all levels of education for transferability of credits</li><li>Expand advanced learning partnerships to increase transition in professional-technical programs</li><li>Broaden opportunities for universal college entrance exams, advanced placement, concurrent enrollment and other options to encourage transitions to postsecondary education</li></ul>

# Goals and Objectives

## Idaho Workforce Development Council

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Increase options and reduce costs of online instruction to ensure equal access to educational programming

# Goals and Objectives

## Idaho Workforce Development Council

	<p><b>How do we do it?</b></p>	<p>Increase opportunities for enrollment and completion of postsecondary education programs of study</p> <p><b>Taking action</b></p> <ul style="list-style-type: none"> <li>Create an integrated system of community colleges with multiple physical and online points of access, affordable fees and programs responsive to regional demands</li> <li>Support creation of scholarships for low income individuals and encourage federal workforce programs to increase support for education and related services</li> <li>Expand postsecondary professional technical options aligned to business needs and encourage development of open-entry/open exit programs</li> </ul>
<p><b>What do we want to do?</b></p>	<p>Ensure access for business and workers to the full array of workforce and education services and supports</p> <p><b>How do we do it?</b></p>	<p>Continuously improve the One Stop Career Center system to provide access to a comprehensive menu of workforce development, education, economic and community development information and services</p> <p>Ensure access to employment and training services for diverse populations groups by identifying and eliminating barriers to participation</p>
<p><b>What do we want to do?</b></p>	<p>Improve workforce information to guide education, business and career decisions</p> <p><b>How do we do it?</b></p>	<p>Develop and conduct a statewide assessment of employment and training needs</p> <p>Improve supply-demand information through partnerships with state and education agencies and worker and business intermediaries</p> <p>Improve data quality through outreach to business, industry and worker associations</p> <p>Organize data into career and industry clusters to encourage communication, guide curriculum development, support career exploration and focus strategic planning of e<sup>3</sup> contributors</p>
<p><b>What do we want to do?</b></p>	<p>Establish processes for ongoing communication with regional partners in business, education and workforce systems to inform decisionmaking</p> <p>Integrate planning, oversight and delivery systems</p> <p><b>How do we do it?</b></p>	<p>Approve initiatives, program plans and grant applications to ensure maximum coordination</p> <p>Establish a policy framework that aligns services across multiple programs and funding streams</p> <p>Recommend and/or review accountability measures for workforce, K-12 and postsecondary programs to ensure responsiveness to individual, community and business needs</p>

# Goals and Objectives

## Idaho Workforce Development Council

**GOAL: Idaho's workforce will be highly skilled, committed to continuous learning and aware of opportunities available in the market place and the resources to remain personally competitive**

<b>What do we want to do?</b>	Increase the size and skills of the Idaho workforce
<b>How do we do it?</b>	<p>Optimize participation of the untapped labor pool using various strategies to identify and engage prospective older individuals who need and want to work, dislocated workers, minorities, people with disabilities, offenders and the educationally and economically disadvantaged</p> <p>Provide opportunities for and encourage life-long skill development for Idaho's current and transitional workforce</p>
<b>Taking action</b>	<p>Provide career path training for those who are underemployed</p> <p>Coordinate with representatives of persons with disabilities, older workers, minority populations and the educationally and economically disadvantaged to identify needs</p> <p>Promote English language training to better prepare limited English speaking Idahoans for the workplace</p> <p>Explore supports that enable students and workers to engage in life-long learning, particularly for the economically disadvantaged</p> <p>Identify and eliminate policies that penalize or discourage participation of low income and disabled populations</p> <p>Identify and disseminate strategies that retain productive mature workers and increase their technology skills</p>
<b>What do we want to do?</b>	Increase understanding of workers, students and parents about career opportunities within the regional labor market and the workforce and education requirement and resources to develop necessary skills
<b>How do we do it?</b>	<p>Promote access for all students to accurate and current information about careers, occupations and available education programs by supporting continued access to the Career Information System in Idaho workforce and educational institutions</p> <p>Expand access to career counselors, facilitators and coaches knowledgeable about the regional labor market, educational requirements and opportunities</p> <p>Provide workshops and in-service learning opportunities for counselors to increase awareness of opportunities in the labor market, especially for programs requiring a certificate or associates degree</p> <p>Explore and/or develop use of financial literacy as a career guidance tool in K-12 and beyond</p> <p>Use government, education and industry partnerships to inform students, educators and parents about career opportunities and supports</p>

# Goals and Objectives

## Idaho Workforce Development Council

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Support a coordinated marketing and public awareness campaign for all users on the workforce development system offerings and the careers available in the local labor market  
Explore strategies that instill a vision of the future and encourage a commitment to lifelong learning for all Idahoans

**What do we want to do?** Identify specific processes to retain the diminishing number of youth in Idaho

**How do we do it?**

Develop a specific action plan for youth focused on those most in need to ensure they have an opportunity to build personal and occupational skills needed for success

**What do we want to do?** Support policies that result in increased wages, self-sufficiency and economic independence through focused investments and increased skills development

**How do we do it?**

Expand the science and technology workforce to promote growth and productivity gains in emerging and traditional sectors of the economy

**Taking action** Invest in pilot projects in health care, advanced manufacturing, science and technology and other high wage, high growth sectors

**How do we do it?**

Test new assessment, recruitment and certification processes

Support drug prevention and recovery efforts

Explore policies to encourage personal savings for retirement

**What do we want to do?** Promote and recognize the interdependence of and need for balance between work and family life

**How do we do it?**

Support community services and work supports that enable workers to enter the workforce and continue providing quality of life

# Goals and Objectives

## Idaho Workforce Development Council

**GOAL: Idaho businesses will be engaged in processes that attract and sustain a quality workforce and contribute to profitability and economic growth**

**What do we want to do?**

Promote incumbent worker training and develop incentives for selected high growth, high wage occupations

Encourage use of workplace flexibility to attract and retain a workforce

Engage businesses in a “career promotion” initiative to inform students and workers about careers available in the community

Expand work-based learning opportunities through expanded business-education-workforce partnerships

Create opportunities and encourage greater participation of business in the design and delivery of workforce and education services

Encourage business to offer incentives to students in recognition of school performance and attendance

Create an entrepreneurial workforce that spurs innovation and business expansion

**How do we do it?**

Promote a combination of tax credits and training incentives to promote business formation

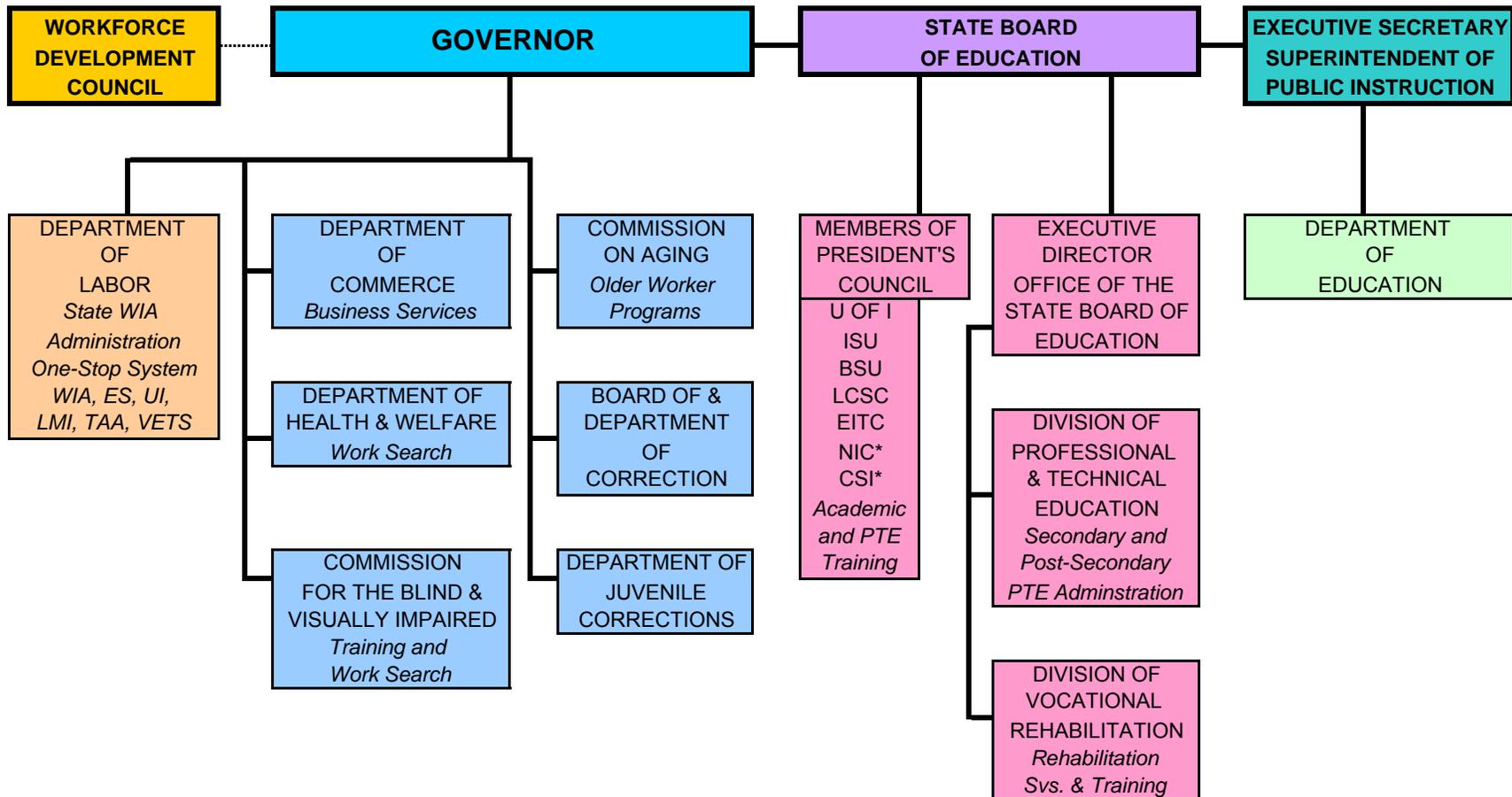
Inform students about entrepreneurial opportunities, provide training in secondary and postsecondary education in the skills needed for new product development and business formation and provide opportunities for students and new entrants to test those skills

Link with economic development, research and development, Tech Help and other services to provide a comprehensive approach to build productivity in the workplace and skills of incumbent workers

**What do we want to do?**

Expand use of customized training, incumbent worker training and other business based training models to support job creation and increased earnings in high wage, high skill occupations

**IDAHO  
WORKFORCE DEVELOPMENT SYSTEM**  
July, 2007



Services accessible through the One Stop system

\*Two-year community college

EXECUTIVE DEPARTMENT  
STATE OF IDAHO  
BOISE

**EXECUTIVE ORDER NO. 2004-08**

**CONTINUING THE WORKFORCE DEVELOPMENT COUNCIL FOR PLANNING  
AND OVERSIGHT OF THE STATE'S WORKFORCE DEVELOPMENT SYSTEM,  
REPLACING EXECUTIVE ORDER NO. 2000-14**

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*WHEREAS, the economic future of Idaho and the prosperity of its residents depends upon the ability of businesses in Idaho to compete in the world economy; and*

*WHEREAS, a well-educated and highly skilled workforce provides businesses in Idaho with a competitive edge critical for their success; and*

*WHEREAS, Idaho is committed to preparing its current and future workforce with the skills necessary for the 21st Century; and*

*WHEREAS, empowering business, labor and community leaders to take a more active and strategic role in developing the state's economic and workforce development policy will enhance the quality and responsiveness of these programs; and*

*WHEREAS, the development of a comprehensive workforce development strategy for Idaho will improve planning and oversight functions; improve the effectiveness, quality and coordination of services designed to maintain a highly skilled workforce; and help provide for the most efficient use of federal, state and local workforce development resources;*

*NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by virtue of the authority vested in me by the Constitution and laws of this state, do hereby order that:*

- 1. The Idaho Workforce Development Council (the "Council") is established in accordance with section 111(e) of the Workforce Investment Act (WIA) of 1998, as amended.*
- 2. The Council shall consist of not more than 33 members appointed by the Governor, consistent with federal requirements for the nomination and composition requirements set forth in section 702 of the Job Training Partnership Act as amended. The Council's membership, shall be as follows:*
  - a. Representatives of business and industry shall comprise at least 40% of the members;*
  - b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;*
  - c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;*
  - d. Representatives from the Department of Commerce and Labor, the Department of Health & Welfare, the Division of Vocational Rehabilitation, the Division of Vocational Education, the Commission on Aging and the Superintendent of Public Instruction;*
  - e. A representative of a Community-Based Organization; and*
  - f. May include individuals from the general public who have special knowledge and qualifications with respect to special education and career development needs of hard to serve individuals.*

3. *The Council will be responsible for advising the Governor and the State Board of Education, as appropriate and at regular intervals, on the following:*
  - a. *Development of a statewide strategy for workforce development programs which encompasses all workforce programs;*
  - b. *Development of the WIA State plan;*
  - c. *Development and continuous improvement of services offered under the statewide workforce investment system;*
  - d. *Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act;*
  - e. *Development and continuous improvement of comprehensive State performance measures;*
  - f. *Preparation of the annual report to the United States Secretary of Labor as required under section 136 of the WIA;*
  - g. *Development of a statewide employment statistic program;*
  - h. *Development of a plan for comprehensive labor market information; and*
  - i. *Development of applications for an incentive grant under section 503 of the WIA.*
4. *The Council shall also be responsible for:*
  - a. *Approval and oversight of the expenditures from the Employment Security Reserve Fund as set forth in Section 72-1347A, Idaho Code;*
  - b. *Development and oversight of procedures, criteria and performance measures for the Workforce Development Training fund established under Section 72-1347B, Idaho Code; and*
  - c. *Such other duties as the Governor assigns the Council.*
5. *The Governor shall name the chair and vice-chair from among the private sector members of the Council;*
6. *The Council shall be jointly staffed by a management team of directors of state agencies that administer workforce development programs, as designated by the Governor. Funding for the Council shall be provided by the agencies staffing the Council, which shall agree upon appropriate ratios for the allocation of administrative funding. The Idaho Department of Commerce and Labor shall have responsibility for providing secretarial and logistical support to the Council;*
7. *The Council's members shall serve at the pleasure of the Governor, and appointments shall be for three-year terms.*



*IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this 30th day of November in the year of our Lord two thousand and four, and of the Independence of the United States of America the two hundred twenty-ninth and of the Statehood of Idaho the one hundred fifteenth.*

DIRK KEMPTHORNE  
GOVERNOR

BEN YSURSA  
SECRETARY OF STATE

## **WIA CODE OF CONDUCT**

In order to ensure that the citizens of Idaho have complete confidence in individuals appointed by the Governor to serve on the Idaho Workforce Development Council (Council), in members appointed to serve on local Idaho Works Boards and local Youth Councils (local boards), and in other public servants administering Workforce Investment Act (WIA) funds, the following Code of Conduct is adopted:

### **A. DEFINITIONS**

1. “Immediate Family” shall refer to persons related by blood, marriage or decree of court, within the second degree, to a voting member of the Council or local boards; or to the employees, officers and agents of grantees and subgrantees. This includes the spouse, child, parent, sibling, grandparent, aunt, uncle, niece, nephew, cousin, stepparent, stepchild, grandchild, son-in-law, daughter-in-law, mother-in-law, father-in-law, brother-in-law, sister-in-law, or any other persons related by decree of court within the second degree.

2. “Financial benefit” shall refer to any economic gain or entitlement that results from any relationship with any organization or individual participating in a workforce investment activity.

3. “Entity” shall refer to any association, organization, business, government entity or other legal entity, whether operated for profit or not, in which the voting member or immediate family of a voting member has a private financial relationship, employment relationship or ownership interest.

### **B. CONFLICT OF INTEREST RESTRICTIONS FOR COUNCIL AND LOCAL BOARD MEMBERS**

1. Members of the Council or any local board shall not:

A) Vote on any matter under consideration;

- 1) regarding the provision of WIA Title I funded services by such member, or by an entity that such member represents; or
- 2) that would provide direct financial benefit to such member or the immediate family of such member.

B) Engage in any business transaction or private arrangement that could reasonably be expected to result in a conflict between the private interest of a member and his or her official Council or board responsibility.

C) Participate in:

- 1) the designation of any local workforce investment areas;
- 2) the negotiation of or decision to award contracts or grants;
- 3) the settlement of any claims or charges in any contracts or grants;
- 4) the certification of any eligible providers; or
- 5) the selection of One-Stop Operators;

for any entity in which they have a financial or personal interest.

D) Engage in any other activity determined by the Governor or by state law to constitute a conflict of interest.

2. Misuse of Information. Members of the Council or local boards shall not use, for their own private gain, for the gain of others, or for other than officially designated purposes, any information obtained as a result of their council or board membership and not available to the public at large, or divulge such information in advance of the time prescribed for its authorized release.

3. Misuse of Board Facilities and Equipment. Members of the Council or local boards shall not use any council or board equipment, supplies, or property for their own private gain, for the gain of others, or for other than officially designated purposes.

4. Duties of Council and Local Board Members. It shall be the duty of all Council and local board members to:

A) Seek legal advice from the Attorney General or from independent counsel if they have any doubts that a specific situation involves a real or potential conflict of interest.

B) If the legal advice is that a conflict may exist, they shall prepare a written statement describing the potential conflict of interest and the matter to be acted upon, and shall deliver the statement to their appointing authority.

C) Recuse themselves from their duties if it is determined that there is a conflict of interest.

5. Violations of the Conflict of Interest Policy. If the Council or a local board believes that this policy has been violated, a recommendation may be made to the Governor or to the chief elected officials of the local workforce investment area that the individual who has violated the policy be removed as a member. Even if no recommendation is made for removal, the Governor or the chief elected officials of the local workforce investment area may remove a member of the Council or a local board for a violation of this policy.

### **C. CONFLICT OF INTEREST RESTRICTIONS FOR GRANTEES AND SUBGRANTEES**

No employee, officer or agent of the grantee or subgrantee shall participate in the selection, award or administration of a contract supported by WIA funds if a conflict of interest, real or apparent, would occur. Such a conflict would occur when the employee, officer or agent; any member of his immediate family; his or her partner; or an organization which employs, or is about to employ, any of the above; has a financial or other interest in the firm selected for award.

### **D. NEPOTISM**

No individual may be placed in a WIA employment activity if a member of that individual's immediate family is directly supervised by or directly supervises that individual.

### **E. KICKBACKS, GIFTS, FAVORS, AND GRATUITIES**

No member of any Council or local board, or employee, officer or agent of any grantee or subgrantee under WIA shall solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors or parties to subagreements. This prohibition shall not apply to unsolicited trivial benefits, not to exceed a value of fifty dollars (\$50.00), that are incidental to personal, professional, or business contacts and that do not involve a substantial risk of undermining official impartiality.

## **CORE, INTENSIVE AND TRAINING SERVICES**

### **Core Services**

Determinations of eligibility - initial registration may occur electronically, by personal interview, or an individual application with verifying information obtained prior to determination;

Outreach, intake and orientation to the information and services available through the One Stop system including services targeted to special populations including migrant and seasonal farmworkers, veterans, older workers, Native Americans, minorities groups, and persons with disabilities;

Initial assessment - the process of gathering information about an individual's skill levels, aptitudes, abilities and supportive service needs to make an initial assessment of services or programs most appropriate for an individual;

Job search and placement assistance – activities to provide job seekers with specific and general information that are designed to help them carry out a successful job hunting strategy. Subjects may include labor market information, application/resume writing, interviewing techniques, skills identification, why you're hired, and other work search strategies;

Provision of employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including

1. job vacancy listings in the local labor market area;
2. information on job skills necessary to obtain the jobs listed; and
3. information relating to local occupations in demand and the earnings and skill requirements for such occupations;

Provision of performance information and program cost information on eligible providers of training services;

Provision of information regarding how the local area is performing on the local performance measures and any additional performance information with respect to the One Stop delivery system in the local area;

Provision of accurate information relating to the availability of supportive services, including child care and transportation, available in the local area, and referral to such services, as appropriate;

Provision of information regarding filing claims for unemployment compensation;

Assistance in establishing eligibility for welfare-to-work activities (not currently available in Idaho), programs of financial aid assistance for training and education programs (Pell grants) and other Federal, state or local resources that are not funded under WIA and are available in the local area. This assistance may include referrals to specific agencies; information relating to, or provision of, required applications or other forms; or specific on-site assistance; and

Follow-up services - the process of maintaining contact with participants in-person, by telephone or other procedures, to determine if additional services are required to maintain or obtain employment. Follow-up, for a minimum of 12 months after the first day of the employment, is required for participants who are placed in unsubsidized employment.

### **Intensive Services**

Intensive Services are intended to identify obstacles and provide a higher degree of intervention to assist eligible unemployed adults and dislocated workers who are determined unable to obtain or retain employment through core services. Intensive services may also be provided to employed workers to obtain or retain employment that will lead to self-sufficiency as defined by State policy.

Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include

1. diagnostic testing and use of other assessment tools; and
2. in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

Development of a written individual employment plan, to identify the employment goals, steps and timetables, and combination of services needed for the participant to achieve a specific occupational goal;

Group or individual career counseling: ongoing or one-time assistance from a qualified staff person to aid the participant in gaining a better understanding of themselves so that they can more realistically choose or change an occupation, or make a suitable job adjustment. Career counseling can be provided directly to an individual or through group services;

Case management for participants seeking training services; the provision of ongoing one-on-one personal assistance including, but not limited to, providing information and guidance pertaining to vocational choice, assistance in obtaining training and services to reach employability, and follow-up services over a period of time required to obtain employment;

Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance

skills, and professional conduct, to prepare individuals for unsubsidized employment or training;

Out-of-area job search assistance; financial assistance for travel expenses when traveling outside the normal commuting distance for job interviews or to make direct employer contacts where there is a strong potential for employment;

Literacy activities related to basic workforce readiness; includes training which will enhance the employability of the participant by upgrading basic skills. Participants may be enrolled in remedial education to enhance basic reading and math skills, English as a second language (ESL), GED preparation to obtain a high school equivalency diploma or basic computer skills commonly used in a variety of occupations and industries;

Relocation assistance - financial assistance for moving and relocation expenses when the participant receives a definite, permanent job offer which is contingent upon moving to within commuting distance of the job. Relocation assistance is prohibited to encourage or induce business relocation that would result in a loss of employment at the original site or 120 days after relocation and commencement of business if a loss of employment was encountered at the original site;

Internships - a short-term or part-time work assignment with a private for-profit employer for a participant who needs assistance in becoming accustomed to basic work requirements;

Work experience - a short-term or part-time work assignment with a public, private nonprofit or private-for-profit worksite for a participant who needs assistance in becoming accustomed to basic work requirements; it should promote the development of good work habits and basic work skills.

## **Training Services**

Training Services includes classroom and other occupational training services designed to equip eligible adults and dislocated workers to enter the workforce and/or retain employment. Training services may be made available to employed and unemployed adults and dislocated workers who:

1. Have met the eligibility requirements for intensive services, have received at least one intensive service, and have been determined to be unable to obtain or retain employment through such services;
2. After an interview, evaluation, or assessment, and case management, have been determined by a One Stop operator or One Stop partner, to be in need of training services and to have the skills and qualifications to successfully complete the selected training program;

3. Select a program of training services that is directly linked to the employment opportunities either in the local area or in another area to which the individual is willing to relocate;
4. Are unable to obtain grant assistance from other sources to pay the costs of such training, including Federal Pell Grants established under title IV of the Higher Education Act of 1965, or require WIA assistance in addition to other sources of grant assistance, including Federal Pell Grants; and
5. For individuals whose services are provided through the adult funding stream, are determined eligible in accordance with the State and local priority system;

Occupational skills training - training conducted in a classroom setting and is designed to provide individuals with the technical skills necessary to perform a specific job or group of jobs. Participants may be enrolled in vocational technical skills training or academic skills training;

On-the-job training - training conducted by a private or public sector employer, that occurs while the participant is engaged in productive work, learning the skills and information necessary for full and adequate performance on the job;

Programs that combine workplace training with related instruction, which may include cooperative education programs;

Training programs operated by the private sector;

Skill upgrading and retraining - training provided to an individual already in the workforce, who is in need of additional training to advance in their current employment and attain self-sufficiency;

Entrepreneurial training - training provided to an individual for the purpose of providing the management skills required to start up and operate a business;

Job readiness training - defined as pre-employment/work maturity skills;

Adult education and literacy activities provided in combination with other training services;

Customized training – designed to train individuals for specific occupations in a new or expanding business or industry conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training;

Permissible Local Employment and Training Activities: Adult and dislocated worker funds provided to local areas may also be used to deliver the discretionary activities identified below and authorized in the Act:

1. Customized screening and referral of qualified participants in training services to employment;
2. Customized employment-related services to employers on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act.



DIRK KEMPTHORNE, GOVERNOR  
ROGER B. MADSEN, DIRECTOR

**TRANSMITTAL #5**

**MEMORANDUM**

**May 4, 2006**

**TO:** Workforce Development Council  
**FROM:** Roger B. Madsen, Director  
**SUBJECT:** One Stop Delivery System Policy Framework

**ACTION REQUESTED:** Adopt a revised policy framework for the One Stop system for implementation in the Statewide Regional Planning Area

**BACKGROUND:**

The Workforce Development Council has served as the primary governing body for the Idaho One Stop system since its inception. The passage of WIA signaled the change from Idaho's original voluntary one stop approach defined by the Council and system partners to a system governed by a very extensive legislative and regulatory framework. The reorganization to a single workforce planning area shifts responsibility for the detailed design of the system from the local Workforce Investment Boards to the Workforce Development Council. Ultimately, the local One Stop system will be defined by the Memoranda of Understanding (MOUs) between the One Stop partners and the WDC. At this time, the Council is being asked to define the policy framework that will guide development of these MOUs among partners and the Council.

Issues for Council deliberation are listed below together with the WIA legislative background and a general discussion of the current practices.

**SYSTEM PARTNERS**

WIA section 121(b)(1) identifies the entities that are required partners in the One Stop system. The "partners" are the entities that carry out the programs as the administering agency at the local level, not the subcontractor to that entity.

Attachment #1, page 3, lists the current mandatory and optional programs in the Idaho system under WIA. WIA legislation under consideration would expand the list to include Temporary Assistance for Needy Families (TANF) workforce programs as a mandatory program and would include a number of additional optional programs.

The primary issue is whether to mandate more extensive participation by voluntary partners than is required under WIA, to adopt the legislatively mandated framework or to offer other guidance.

Although the State has the option to mandate the participation of additional non-mandatory partners, a number of factors argue against such a move. First, the participation requirements are extensive for those designated as mandatory partners. Second, and perhaps more important, experience has demonstrated that mandates do little to achieve the goals of streamlined service or improved access. In fact, the cooperation that was achieved under a voluntary system was compromised when mandates were imposed. Therefore, staff recommends the following as a means to further goals:

**Staff Recommendation #1:**

**That the Council encourage, but not mandate, the one stop partnership to seek out the participation of additional voluntary partners in the One Stop system.**

**PARTNER RESPONSIBILITIES**

The regulations at sections 662.230 and 662.260 list the responsibilities of the mandatory partners. All required partners must make their applicable core services available in the One Stop Center and provide access to their other activities and programs. They must use a portion of their funds to create, maintain and participate in the One Stop delivery system and to provide their core services. They are required to enter into a Memorandum of Understanding (MOU) with the Workforce Development Council relating to the operation of the One Stop system.

The definition of a One Stop partner and “required” One Stop partner is sufficiently vague in the Act and regulations to raise questions about the application of various opportunities and requirements where these terms are used. Therefore, the following definitions are recommended to provide consistent guidance, adapted from current policies only for the shift in responsibility to the state level.

**Staff Recommendation #2:**

- 1. That a One Stop Partner is defined as the entity that serves as the administrative entity for one or more of the partner programs listed at WIA section 121(b)(1). It excludes subrecipients of these entities.**
- 2. That required One Stop Partners shall be defined as only those One Stop Partner entities which operate programs listed as required at 121(b)(1). All other partners are considered voluntary and are not subject to the requirements or opportunities afforded “required partners” unless agreed to by the partner, the Workforce Development Council and the Governor.**

After initial implementation of the One Stop system, the partners devised a methodology to share costs of operating the One Stop system. Where partners are located on a full-time basis, partners pay a fair share of space and operating costs based on their relative share of space occupied and services used. Separate co-location agreements are utilized to ensure that costs in each center are tailored to specific

circumstances of each partner and can meet audit standards. In cases where partners are in the One Stop system on a part-time or itinerant basis, partners agreed to allocate a fair share of the common space in a facility using the relative share of program participants utilizing the One Stop Center. A past pilot proved that costs for these visiting partners were “immaterial” for accounting purposes and no funds were required to change hands. It would be prudent to periodically test this to ensure that center partners are not unduly subsidizing costs of visiting partner programs.

**Staff Recommendation #3:**

- 1. That One Stop Partners who co-locate in a One Stop Center pay a proportionate share of costs for that Center and that such costs be determined as part of an agreement affixed to the Memorandum of Understanding.**
- 2. That One Stop Partners who “visit” the One Stop Center on a periodic basis, assume responsibility for a fair share of the common costs of the Center based on a pro-rata share of participants who use the Center. This shall be tested periodically. If costs are determined to be “immaterial”, no costs will be assessed except those that are the specific costs of the Partner.**

**APPLICABLE CORE SERVICES**

Required One Stop Partners must make their applicable core services for a program available in at least one One Stop Center in the Workforce Investment Area. The WIA already provides an extensive list of required services. A key consideration is that the WIA Strategic Plan adopted by the Governor as part of his reorganization called for expansion of the One Stop system to include access to the full range of economic development and community development services offered by Idaho Commerce & Labor as part of the menu of business services.

**Staff Recommendation #4:**

**That the Council adopt the list of services specified in the WIA, require Idaho Commerce & Labor to provide information and access to its full range of services in the One Stop system and encourage, but not mandate, additional service elements in the development of the One Stop system.**

**LOCATION AND STRATEGY FOR PROVIDING SERVICES**

The regulation at section 662.250 describes where and to what extent the One Stop partners must make available the applicable core services. Section 134(c) of WIA requires that the applicable core services be made available to individuals attributable to the partner program at the comprehensive One Stop Center.

The regulation at section 662.260 provides that, in addition to the provision of core services, the One Stop partners must use the One Stop system to provide access to the partners' other activities and programs. This access must be described in the MOU. This is intended to ensure a seamless,

comprehensive workforce development system that identifies the service options available to individuals and helps to facilitate access to these services.

State partners, those who report to a centralized administrative entity, have identified their applicable core services as those reflected in Attachment #2. In some cases, local entities operating these services on behalf of the partner may offer additional services. Those entities with only a “local” presence will identify their “applicable” core services during the process of negotiating the local MOU.

Additionally, the WIA Strategic Plan noted the Governor’s intent to ask the Council to designate all 24 Commerce & Labor offices as full service One Stop Centers. While Commerce & Labor offers a full range of required workforce services in each of their centers, they also offer access to Commerce & Labor’s economic and community development services. Idaho Commerce & Labor is asking the Council to endorse this configuration of centers as a basis for development of the MOU. While this meets the goal for expanded access to services in rural areas, it does not address the special challenges this expansion could pose for other partners.

Not all partners offer services at the current or proposed centers. Under WIA, the partner may provide core services at the center:

- Through the use of appropriate technology at the center;
- By co-locating personnel at the center;
- Cross-training of staff; or
- Through a cost-reimbursement or other agreement between center partners as agreed to in the MOU.

State partners have identified the methodology they would utilize as a minimum level of service to be negotiated in the MOU at the local level. This is reflected in Attachment #3.

**Staff Recommendation #5:**

- 1. That the Council support the Governor’s designation of the 24 Commerce & Labor offices as full service One Stop Centers, at least one in each region a “comprehensive” Center.**
- 2. That required One Stop Partners make applicable core services available and provide access to other services in at least one physical One Stop Center within each workforce region;**
- 3. That partners may utilize any authorized methodology to deliver core services provided the methodology**
  - **is consistent with the partner’s authorizing legislation and the WIA;**
  - **does not require the customer to travel to another location to obtain the core service; and**
  - **meets minimum standards of accessibility and non-discrimination set forth in section 188(a)(1) of the WIA.**
- 4. That access to other partner activities and programs be described in the MOU, and, at a minimum includes provision of information about partner programs and services in all One Stop Centers.**

**ADDITIONAL SITES**

In addition to the comprehensive centers, the regulation notes that WIA allows for three other arrangements to supplement the comprehensive center. These supplemental arrangements include:

- (1) a network of affiliated sites that can provide one or more of the programs, services and activities of the partners;
- (2) a network of One Stop partners through which each partner provides services that are linked, physically or technologically, to an affiliated site and through which all individuals are provided information on the availability of core services in the local area; and
- (3) specialized centers that address specific needs.

Under the current framework, the particular design, including the number of centers and other supplemental arrangements was identified as a process of negotiation of the MOU with the Workforce Investment Boards. The negotiation process now rests with the Council.

One Stop partners have an obligation to ensure that core services that are appropriate for their particular populations are made available at one comprehensive center. It is not required that partners provide applicable core services exclusively at a One Stop Center. Further, a partner is not required to route all of its participants through the comprehensive One Stop Center. If an individual enters the system through one of the network sites rather than the comprehensive One Stop Center, the individual may still obtain certain services at the network site and information about how and where all the other services provided through the One Stop system may be obtained.

The current framework includes a set of service standards for “affiliate partners” which are full off-site partners in the One Stop system. Essentially, these service standards mirror those for Centers, except that universal access and comprehensive service delivery of all required services do not apply.

The issue for the Council is whether to offer guidance to the system to ensure continuation of maximum access and consistent quality of that access.

**Staff Recommendation #6:**

- 1. That the Council encourage all required partners and voluntary partners to offer access to the services through the One Stop system by assuring an awareness of system services at any point of entry.**
- 2. That those partners wishing to be identified as “affiliate” partner sites will**
  - **enter into an MOU with the Workforce Development Council describing their specific participation in the One Stop system;**
  - **maintain access to the *IdahoWorks* automated system;**
  - **offer assisted services to those who prefer such services over automated services;****and**

- **make accurate and up-to-date information on their services available for access through *IdahoWorks*.**

### **ONE STOP OPERATORS – ELIGIBILITY TO BE DESIGNATED**

The WIA introduces the concept of the One Stop Operator. The role of the One Stop Operator or Operators is to administer the One Stop Center(s). Their responsibility may range from simply coordinating service providers within the center to being the primary provider of services at the center. In areas where there is more than one comprehensive One Stop Center, there may be separate Operators for each center or one Operator for multiple centers. The Workforce Development Council determines the number and role of One Stop Operators.

The law specifies a number of entities which may serve as the One Stop Operator. The Act, at section 121(d)(2), identifies entities including consortia, which can serve as the One Stop Operator. With the exception of secondary and elementary schools, any entity of demonstrated effectiveness is eligible to serve in this role.

#### **Staff Recommendation #7:**

**That, because the Act provides sufficient guidance to identify an entity appropriate for selection as a One Stop Operator, the Council accept the requirements for eligibility to serve as an Operator as specified in section 121(d)(2) of the Act without further expansion.**

### **SELECTION OF OPERATOR**

Under the new Idaho system, the Workforce Development Council is responsible for selecting the One Stop Operator. Under the prior system, the local Workforce Investment Board had the option to select the Operator through a competitive process or the use non-competitive processes to select a consortium that includes three or more required One Stop Partners or “grandfather” existing One Stop Operators. With the shift to a statewide system, designation of state agencies may occur without regard to these options.

#### **Non-Competitive Options**

Consistent with the WIA plan, Idaho Commerce & Labor is requesting the designation of Idaho Commerce & Labor as the “Operator” of its service locations. This does not preclude the designation of other operators for other Centers selected by the Workforce Development Council. Furthermore, this does not limit the Council’s opportunities to utilize competitive processes for selection of operators of other sites, except for state organizations.

#### **Staff Recommendation #8:**

**That the Council provide notice to the public that it intends to designate Idaho Commerce & Labor as the One Stop Operator for all Commerce & Labor One Stop Center locations and that other options be considered for any new or expanded center locations. The**

**designation will become effective at the conclusion of a 30-day public review process, following consideration of any comments received. Where One Stop Partners co-locate in an Idaho Commerce & Labor office, the Center Partners will negotiate a management arrangement acceptable to all partners and the Workforce Development Council and attach such agreement as part of the MOU.**

### **Consortium Option**

Section 121(d)(2)(A)(ii) specifies that the local Workforce Investment Board may designate a consortium of three or more “required one stop partners” to serve as the One Stop Operator without the requirement to utilize a competitive process. While three or more required partners must be part of the agreement between the local Workforce Investment Board and the consortium, any number of additional partners may join this consortium arrangement. Section 117(e) which includes the Sunshine Provisions for local Workforce Investment Boards requires that the board notify the public about the certification or designation of the One Stop Operator. Under the current structure, the Workforce Development Council would serve as the local Workforce Investment Board.

There have been a number of questions regarding whether the term “partners” referred to partner entities or partner programs when applied to the consortium option. Recommendation #1 attempts to respond to this issue by identifying One Stop Partners as “entities who operate programs”. As indicated above, there would be no restrictions on additional partners so long as the consortium included three required partners.

### **Staff Recommendation #9:**

**That the Council adopt the following process for designation of an Operator under the consortium option:**

- 1. The Workforce Development Council will provide notice to the public for a period of thirty days (30) prior to designation if it intends to designate the consortium as the Operator;**
- 2. The Workforce Development Council will designate the consortium, not its individual members, as the One Stop Operator after:**
  - a) Considering and acting upon comments received from the public and other eligible applicants for services;**
  - b) Negotiating an MOU with all required One Stop Partners and the entity(ies) being designated to provide services consistent with the scope and intent of section 134 of the WIA; or**
  - c) If the consortium has reached an impasse in the negotiations with any required partner, submitting a request to the Governor for intervention; after considering comments from the public and any other interested eligible applicants in the local area;**
- 3. The designation of a consortium as a One Stop Operator will not preclude the Workforce Development Council from designating or certifying other entities as One Stop Operators for other center(s), provided that is consistent with the MOU negotiated with the partner organizations; and**

4. **The Workforce Development Council will enter into an agreement with the consortium specifying the role of the Operator and its responsibilities under the WIA, including its adherence to the MOU with the partner organizations.**

**“Grandfathering” of an existing One Stop system**

The WIA law and regulations provide for continuity for areas that have already established a One Stop system while ensuring that the “reform” provisions of the Act are put into place. For the “Operators” of these systems to be certified, the law requires compliance with the following conditions:

1. The One Stop delivery system, consistent with the scope and meaning of the term in section 134(c), existed prior to the enactment of the WIA on August 7, 1998;
2. The designation or certification must be approved by the Governor, the local Workforce Investment Board and the local elected official;
3. The certification must be consistent with the requirements of:
  - a. WIA section 121(b) which lists the requirements for participation of all required partners;
  - b. The Memorandum of Understanding negotiated with all required and any optional partners; and
  - c. The designation is made consistent with the Sunshine Provisions appearing at section 117(e).

In Idaho, a One Stop system had been established prior to the enactment of the WIA as indicated by the submission of local One Stop plans by the Regional Collaborative Teams and the “initial certification” of the *IdahoWorks* Career Centers (One Stop Centers) in January of 1998. The Council is asked to recommend criteria under which the Governor would approve the certification of these existing systems. This is no longer a practical option given the lapse of time and alternative structures developed since the law was enacted.

**Staff Recommendation #10:**

**That the “Grandfather” provisions no longer be recognized as a means of designating the One Stop Centers.**

**MEMORANDUM OF UNDERSTANDING (MOU)**

The Memorandum of Understanding (MOU) is an agreement developed and executed between the local Workforce Investment Board, with the agreement of the local elected officials, and the One Stop partners relating to the operation of the One Stop delivery system. The WIA at section 121(c)(2) requires each MOU to contain provisions describing:

1. The services to be provided through the one stop delivery system;
2. How the costs of such services and the operating costs of the system will be funded, including the process for paying a proportional share of the costs of the one stop operating system;

3. Methods for referral of individuals between the one stop operator and the one stop partners, for appropriate services and activities;
4. The duration of the MOU and the procedures for amending the MOU; and
5. Other provisions as the parties determine to be appropriate.

WIA emphasizes the full and effective partnerships between local Workforce Investment Boards and One Stop partners and requires these entities to enter into good faith negotiations. The WIA recognizes, however, that the process of negotiation will not always be successful. The regulations at section 662.310 set forth informal procedures and options to employ in the event an impasse is reached in the negotiations. In the event all negotiations fail, the regulations at section 662.310 require notification of the federal partners, the removal of the partner from the local Workforce Investment Board and exclusion of the local Workforce Investment Board from any incentives awarded for coordination. The following are procedures originally adopted by the Council, adapted to substitute the Workforce Development Council for the role of the local Workforce Investment Board.

**Staff Recommendation #11:**

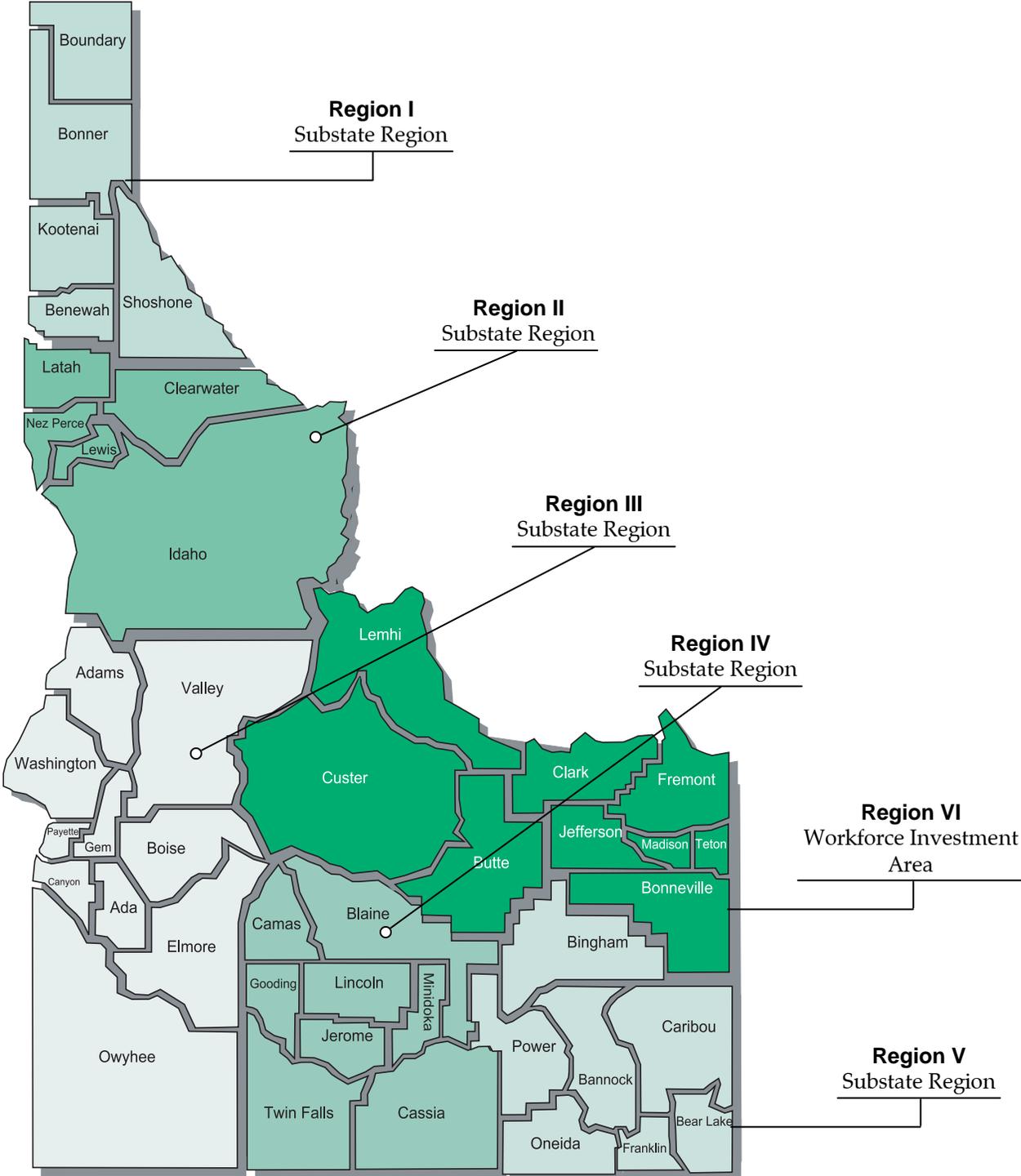
**That the following procedures for resolving an impasse between the Workforce Development Council and the local One Stop Partner be adopted:**

- 1. The One Stop Partners will attempt to resolve their differences by informal means before employing the formal resolution process, contacting federal agencies as necessary;**
- 2. If the One Stop Partners are unable to negotiate a successful resolution, the Workforce Development Council will attempt to mediate a solution and report the results to the Governor and the responsible state agency(ies);**
- 3. If the Workforce Development Council is unable to facilitate a successful resolution to the impasse, the parties to the agreement will notify the Governor, Idaho Commerce & Labor and the Federal agency responsible for administering the partner's program; and**
- 4. Sanctions will be imposed on the partner program as specified in section 662.310 of the regulations.**

Contact:           Primary:       Cheryl Brush           (208) 332-3570, ext. 3312  
                      Secondary:   Leandra Burns       (208) 332-3570, ext. 3327

Attachments

# Workforce Investment Areas



*Guidelines  
for  
Recertification  
of  
Idaho Works Boards  
under the  
Workforce Investment Act  
of 1998*

*April 2004*

## **Guidelines for Recertification of Local Idaho Works Boards**

### *Introduction*

Section 117 of the Workforce Investment Act (WIA) requires that local Idaho Works Boards be recertified every two years by the Governor of each state in accordance with criteria established in that section of the Act and with state policy. The material that follows describes recertification requirements and is divided into the following sections:

- I. RECERTIFICATION CRITERIA**
- II. RECERTIFICATION PROCESS**
- III. RECERTIFICATION TIMELINES**
- IV. DECERTIFICATION**

### ***I. RECERTIFICATION CRITERIA***

A local Idaho Works Board will be recertified when it is determined that: (A) the board meets composition requirements, as set forth in the Act and state policy; (B) appointments to the board made since the board was originally certified were based on proper nominations and meet other statutory requirements; and, (C) the local board has ensured that workforce investment activities carried out in the local area have enabled the local area to meet local performance measures.

#### ***A. Composition***

1. Each local Idaho Works Board must consist of the following, at a minimum:
  - a. Representatives of business in the local area;
  - b. Representatives of local educational entities;
  - c. Representatives of labor organizations;
  - d. Representatives of community-based organizations;
  - e. Representatives of economic development agencies;
  - f. Representatives of each of the required One Stop partners; and
  - g. Representatives of minority populations and people with disabilities

a. Representatives of business in the local area

Individuals appointed to represent the business sector must:

- ❑ be owners of businesses, chief executives or operating officers of businesses, and other business executives with optimum policy-making or hiring authority; (A representative with “optimal policy-making authority” within a business is an individual who can reasonably be expected to speak affirmatively on behalf of the business he or she represents and to commit that business to a chosen course of action.)
- ❑ represent businesses with employment opportunities that reflect the employment trends in the area;
- ❑ be nominated by local business organizations and business trade associations; and,
- ❑ constitute at least 51% of the local board membership.

The Chair of the local Idaho Works Board must be elected from among the business sector representatives.

b. Representatives of local educational entities

Special consideration must be given to representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions (including representatives of community colleges, where such entities exist).

Appointments in this category must be made from among individuals nominated by regional or local educational agencies, institutions, or organizations representing such local educational entities.

c. Representatives of labor organizations

In areas in which employees are represented by labor organizations, individuals appointed in this category must be selected from among those nominated by local labor federations. In an area in which no employees are represented by such organizations, employees may be represented by other organizations.

d. Representatives of community-based organizations

Special consideration in appointing members in this category must be given to organizations representing individuals with disabilities and veterans, in local areas in which such organizations are present.

e. Representatives of economic development agencies

In the appointment of individuals in this category, special consideration must be given to private sector economic development entities.

**AT LEAST TWO INDIVIDUALS ARE REQUIRED FOR EACH OF CATEGORIES (a) THROUGH (e) ABOVE.**

f. Representatives of each of the required One Stop partners

Required One Stop partners are identified in Section 121 of the Act as the entities that carry out the following:

- Programs authorized under Title I of WIA, serving:
  - Adults
  - Dislocated Workers
  - Youth
  - Job Corps
  - Native American programs
  - Migrant and seasonal farmworker programs
  - Veterans' workforce programs (not applicable in Idaho at this time)
- Wagner-Peyser programs
- Trade Adjustment Act
- Veterans' Employment Services
- Unemployment Insurance programs
- Adult Education and Literacy programs
- Programs authorized under Title I of the Rehabilitation Act of 1973 – Vocational Rehabilitation, Commission for the Blind and Visually Impaired, and the client assistance program
- Senior community service employment activities authorized under Title V of the Older Americans Act
- Professional-Technical education programs
- Community Services Block Grant employment & training programs
- Housing and Urban Development employment & training programs
- Welfare To Work programs (not applicable in Idaho at this time)

An "entity", as used here, is the grant recipient, administrative entity, or organization responsible for administering the funds of the specified program in the local area, not the service providers under contract with the local administrative entity. For programs that do not include local administrative entities (i.e., programs operated by the Idaho Department of Labor and Idaho Division of Vocational Rehabilitation, Adult Education programs, and

programs funded through Title V of the Older Americans Act), the responsible state agency should be the partner. The eligible state entity may then designate an eligible local provider as the "entity" for this purpose. Local elected officials will need to contact appropriate state agency partners for designation of local representatives on local boards.

In those areas with both national and state programs funded through Title V of the Older Americans Act, local elected officials will need to consult with the Idaho Commission on Aging regarding selection of the most appropriate representative(s) to serve on the local board.

A single agency or organization that administers multiple required programs may represent more than one One Stop partner, as appropriate. One Stop partners should include, but are not limited to, the Idaho Department of Labor, Adult Basic Education, the Idaho Division of Vocational Rehabilitation, the Area Agency on Aging, and Professional-Technical Education.

If a required program is operational at more than one site (e.g., Community Services Block Grant activities), only one representative is required on the local board.

Local boards must also include national programs funded under Title I of WIA (Job Corps, Native American and Migrant Seasonal Farm Worker programs, and the Veterans Workforce Investment program), if they are present in the local area. In local areas where the national programs are not present, local boards should take steps to ensure that customer groups served by these programs have access to services through the One Stop delivery system.

One Stop partners not mandated for representation on local boards may be appointed to such boards at the discretion of the local elected officials.

*g. Representatives of people with disabilities and minorities*

In making appointments to local boards, local elected officials must include individuals who represent minority populations and people with disabilities.

2. Local elected officials may appoint other individuals or representatives of other appropriate entities, including entities representing individuals with multiple barriers to employment and other special populations, as deemed appropriate, as long as statutory compositional requirements are met.
3. Members that represent organizations, agencies or other entities shall be individuals with optimum policy-making authority within the entities they represent. A representative with "optimal policy-making authority" within an entity is an individual who can reasonably be expected to speak affirmatively on

behalf of the entity he or she represents and to commit that entity to a chosen course of action.

4. Statutorily-required Idaho Works Board members (Categories (a)-(f)) must be appointed as full voting members.
5. "Double-counting" - Under limited circumstances, individuals may be appointed to represent more than one membership category. Such individuals must have optimal policy-making authority within both entities, must meet nomination requirements for each category and nominating authorities in both categories must agree to such a dual role. In these situations, board bylaws must prohibit individuals in dual roles from voting on any issue that would involve a conflict of interest for either role.
6. "Special Consideration" – “Giving special consideration” to organizations specified in membership categories (a), (d), and (e) above requires that local elected officials take affirmative steps to identify any such organizations present in the local area and ensure that they are afforded an opportunity to submit nominations for appointments to local boards.
7. In order to ensure that policies for local workforce investment activities reflect the collaborative decision-making envisioned in the Act, each local board should have a mechanism to ensure that board members actively participate in board activities, attending meetings in accordance with requirements stipulated in board bylaws.

### ***B. Board Appointments***

Appointments made to local Idaho Works Boards subsequent to the last recertification of the board by the Governor must be based on nominations as prescribed above; individuals so appointed must meet other statutory requirements described above as well. Reappointments of existing members need not complete the nomination process again.

### ***C. Ability to meet performance measures***

Local boards will need to demonstrate that adequate oversight of local workforce investment activities is taking place and that local strategies have enabled the local area to meet local performance measures.

## ***II. RECERTIFICATION PROCESS***

### ***A. Application Contents***

Applications for recertification of Idaho Works Boards must contain the following information:

- (1) A current list of IWB members, including name, address, title, organizational affiliation/place of business, membership category, and term of appointment of local Idaho Works Board appointees.
- (2) A copy of current bylaws.
- (3) A description of the local board's mechanism for ensuring that attendance by board members complies with board bylaws and that inactive members are replaced in accordance with these bylaws. Please provide documentation of the ongoing utilization of the local processes to ensure attendance/replacement.
- (4) For all appointments made since the board was last recertified, the following information must be provided:
  - a) Name, address, title, organizational affiliation/place of business, membership category, term of appointment, and appointment expiration dates of local Idaho Works Board appointees. For those business sector representatives that are not chief executive officers or chief operating officers, the application must describe the "optimum policy-making or hiring authority" of the appointee(s).
  - b) Documentation that all nomination requirements have been met; nomination letters should be provided on the letterhead of the nominating authority or a form designed for this purpose.
  - c) Justification for any instances in which an individual will be appointed to represent more than one category; that is, a description of the circumstances which render the "dual role" appropriate. (When an individual is appointed to represent more than one category, the individual must have optimal policy-making authority in each category, nominations are required in each category, and documentation is required that the dual role is acceptable to both nominating authorities.)
  - d) Documentation that organizations specified in Section (I)(A)(1), (a),(d)&(e) have been identified for the local area and afforded special consideration in appointing new members to local boards.

- e) Documentation of appointments by local elected officials made since the board was last recertified, including documentation of reappointments made as a result of term expirations.
- (5) Documentation that local board activities have ensured the area's ability to meet regional performance measures, including a description of how the board has carried out the planned activities described in Chapter Four, Sections I(C) & II, of the local WIA plan.
- (6) The signature of the Chief Elected Official(s) authorized to act on behalf of the local elected officials requesting recertification.

### ***B. Submission of Applications***

Submit applications to:

*Laura Gleason  
Idaho Department of Labor  
317 W. Main  
Boise, Idaho 83735*

**PLEASE SUBMIT ONE COPY IN DRAFT FORM AND AN ORIGINAL AND ONE COPY OF THE FINAL APPLICATION.**

### ***III. Recertification Timelines***

Local elected officials may submit draft recertification applications any time after receipt of this application package but no later than June 11, 2004. State staff will review draft recertification applications, recommend recertification to the Governor, or notify local staff of any concerns regarding the application by July 1. Local staff will then have until July 16 to resolve identified concerns; once all issues have been resolved, we request that you submit an original and one copy of the final application. Final action regarding recertification will take place by August 2, 2004.

### ***IV. Decertification***

Failure of a local board to meet recertification requirements will result in decertification of the local board.

Local boards may also be decertified by the Governor at any time (after notice has been provided, along with an opportunity for comment) for fraud or abuse, failure to carry out the roles and responsibilities described in the Act, or for failure to meet local performance measures for two consecutive program years (in accordance with WIA Section 136).

If a local board is decertified for any of these reasons, the Governor may require that a new local board be appointed and certified for the local area pursuant to a reorganization plan developed by the Governor, in consultation with local elected officials in the local area.

\*\*\*\*\*

*Any questions about this material or other information regarding the process for recertifying local Idaho Works Boards should be directed to Laura Gleason, [lgleason@jobservice.us](mailto:lgleason@jobservice.us), 332-3570, ext. 3319.*



DIRK KEMPTHORNE, GOVERNOR  
ROGER B. MADSEN, DIRECTOR

**WIAB 08-04**

**DATE:** March 3, 2005  
**TO:** All Local Workforce Investment Areas  
**FROM:** Cheryl A. Brush, Chief, Workforce Systems Bureau  
**SUBJECT:** **PY05 Planning Guidance**

The dates for submittal of your Workforce Investment Board's PY2005 modification to its WIA Five-Year Plan are approaching. This is our guidance for the preparation and submittal of the modification as well as other information that is related to PY05 planning.

#### National Developments

Legislation to reauthorize or replace the Workforce Investment Act has been introduced in both houses of Congress. WIBs and staff are encouraged to follow this legislation as it appears Congress will take some action this session.

The Administration has released its FY06 budget and appropriation requests. This legislation contains some initiatives that could change workforce development activities in Idaho. For example, funding for WIA Adult and Youth, Dislocated Worker, LMI, and Wagner-Peyser activities are merged into one block grant to the Governor. These proposals are not yet part of WIA reauthorization but reflect what the Administration seeks in the reauthorization legislation.

Both WIA reauthorization and the appropriation requests are works in progress but staff has determined it is prudent to anticipate changes will be made to the current system.

The recent issuance of ETA *Training and Employment Guidance Letter (TEGL) No.14-04* announces proposed revisions to the planning guidelines for WIA Title I Strategic Five-Year Plans. The revisions are significant and incorporate policies and initiatives found in the President's budget, WIA reauthorization proposals, and ETA's priorities. The new planning guidelines may be obtained at: [http://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=1673](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=1673).

Finally, the Employment and Training Administration (ETA) is going forward with its requirements that (1) WIA and related agencies report outcomes against a set of common measures; (2) states negotiate "performance standards or targets" for the common and perhaps other outcome measures; and (3) the state's targets reflect the sum of those negotiated by WIBs with service providers while taking into account the state's targets. ETA has not released its final guidelines on these matters but they are expected to be announced in March.

### PY05 Allocations and Substate Distribution

The state should receive its funding levels by April 1. When the state's allocations are received, the substate distribution will be made as soon as possible. No changes have been made to the basic WIA distribution formula although the policy for distributing incentive funds was changed at the last Workforce Development Council meeting.

### PY05 Modification to Five-Year Plan

Following a brief discussion at the January 28, 2005 Council meeting, the decision was made to have each workforce investment area proceed with a modification to the existing five-year plan instead of waiting for the new planning guidelines.

It was concluded that a plan modification would be considered major for those areas who change service providers or add/delete a programmatic strategy, i.e., drop an in-school youth program in favor of serving out-of-school youth only; otherwise the plan would be considered minor.

New participant service levels, outcomes, measurable targets etc., and new budgets need to be submitted with both types of modifications. Changes only to participant schedules and budgets will be considered a minor modification.

### Calendar/Due Dates

Major modifications are due to the State in final form by May 15, 2005 (45 days prior to the effective date of July 1, 2005). Each area's draft needs to be done so that the 30-day public review period can begin no later than 45 days prior to that, which would be April 1, 2005; each area would then have 15 days after the public review period for their Workforce Investment Board to consider public comments and finalize the plan and get LEO concurrence prior to the May 15 deadline. If more than 15 days are required for the Board to consider public comments and get LEO concurrence, the draft document and public review period would need to start earlier.

Staff is requesting a copy of the draft major modification on April 1, as part of the public review.

If your area's modification does not meet the requirements for a major modification, the due date is June 1 (30 days prior to the effective date) with the Department of Commerce and Labor.

### Major and Minor Modification Criteria

As a reminder, a plan modification is considered **major** if it reflects:

- Increase or decrease of 20% in number of participants served in a program year; or
- Changes of greater than 20% in the financing available to support WIA Title I and partner-provided WIA services (other than the incorporation of funds carried forward from the prior year into the current budget); or
- Redesignation of a workforce investment area, grantee, or administrative entity; or
- Changes to the local board structure; or

- Any other substantial deviation from the existing plan (i.e., redesignation of One Stop Centers, change in service providers, major program design changes).

**Minor** modifications reflect:

- An increase or decrease of less than 20% of the number of participants served in a program year; or
- To incorporate previous year carry-in funds into the current program year budget; or
- To reflect other increases or decreases of less than 20% in the financing available to support WIA Title I and partner-provided WIA services; or
- A need to revise strategies to meet performance goals; or
- Other programmatic changes that do not meet major modification criteria (e.g., the addition of or modification to local skill attainment systems, addition of needs-based payments, changes in barrier groups).

Attached are the Workforce Development Council-approved plan modification criteria, as there are some procedural guidelines that need to be followed when each area submits their plan modifications. The items that need to be submitted for each type of modification should be noted.

The workforce development system might be changing, but the more immediate task is for each area to plan their PY05 activities in the current system context. As time proceeds and changes become clearer, there will opportunities for much discussion and collaboration.

Please contact Jim Adams at 332-3570, ext. 3219, if you have questions or require additional information.

Attachment:

*MODIFICATIONS TO LOCAL WIA PLANS  
(Adopted by the Workforce Development Council  
at their March 19, 2001 meeting—Attachment  
to Transmittal #1.)*

## Attachment

### MODIFICATIONS TO LOCAL WIA PLANS

Local WIA plans may be modified through (A) major modifications or (B) minor modifications.

#### MAJOR MODIFICATIONS

Situations in which **major modifications** are required by the Governor include:

- ❑ Increase or decrease of 20% in number of participants served in a program year; or
- ❑ Changes of greater than 20% in the financing available to support WIA Title I and partner-provided WIA services (other than the incorporation of funds carried forward from the prior year into the current budget); or
- ❑ Redesignation of a workforce investment area, grantee, or administrative entity; or
- ❑ Changes to the local board structure; or
- ❑ Any other substantial deviation from the existing plan (i.e., redesignation of One Stop Centers, change in service providers, major program design changes).

Two copies of major modifications will be submitted to the Workforce Systems Bureau at the Idaho Department of Labor. The submission must include:

1. A cover letter outlining:
  - a) The reason for the modification.
  - b) The effective date.
  - c) A brief description of the modified sections.
2. Any affected pages from the original plan.
3. A dated and signed signature page indicating joint submission and approval by the WIB Chair and the Local Elected Officials.

Proposed major modifications to local WIA plans must be available for public review for at least 30 days, beginning 45 days prior to submission to the State. Availability of the modification shall be announced through a public notice in a prominent newspaper in the Workforce Investment Area and comments received during this review process shall be considered prior to submission of the modification to the State.

The modification shall be forwarded to the State for review and approval no later than 45 days prior to the proposed effective date. State staff will review these modifications for compliance with federal law and regulations and state policy and act upon them within 30 days of receipt.

## **MINOR MODIFICATIONS**

A **minor modification** shall be made for the following reasons:

- ❑ An increase or decrease of less than 20% of the number of participants served in a program year; or
- ❑ To incorporate previous year carry-in funds into the current program year budget; or
- ❑ To reflect other increases or decreases of less than 20% in the financing available to support WIA Title I and partner-provided WIA services; or
- ❑ A need to revise strategies to meet performance goals; or
- ❑ Other programmatic changes that do not meet major modification criteria (e.g., the addition of or modification to local skill attainment systems, addition of needs-based payments, changes in barrier groups).

Two copies of the minor modification will be submitted to the Workforce Systems Bureau. Modifications will be submitted no later than 30 days prior to the effective date, unless the local area can demonstrate a participant-related need to implement the modification prior to the 30 days.

Minor modifications must contain:

1. A cover letter, signed by the individual authorized by local policy, identifying:
  - a) The effective date.
  - b) A brief description of the change.
2. Revised pages of the original plan.

Minor modifications will be reviewed by state WIA staff for compliance with federal law and regulations and state policy. Minor modifications will be acted upon by state staff within 15 days of receipt.

A complete copy of the plan, incorporating all minor modifications, will be made available to the Workforce Systems Bureau on an annual basis in accordance with timelines established by the State.

# *Workforce Investment Act of 1998*

## *PY2000-2004 Planning Guidelines*

*September 1999*

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## WIA LOCAL PLANNING GUIDELINES

### CHAPTER 1

#### LOCAL CONDITIONS

##### I. Local Governance

- A. Provide a current membership list for the local Idaho Works Board and Youth Council and a copy of the bylaws of each, as attachments to the local plan. [WIA§117(b)(2)&(h), CFR§667.200(a)(4)(i), state policy]
- B. Describe how the local elected officials, the Idaho Works Board and the Youth Council will interact and coordinate activities and decision making, particularly as it relates to developing the local WIA plan. [WIA§117(d)&(h)(4)]
- C. Identify the organization that will serve as the local Grant Recipient. Identify the organization that will be responsible for proper disbursement of WIA funds at the direction of the local board and for administration of the program. Describe the local arrangement for providing staff to the local board. [WIA§117(d)(3)(B) & §118(b)(8)]
- D. Provide a copy of the agreement among local elected officials that demonstrates acceptance of the joint liability of individual jurisdictions for misuse of any WIA funds allocated to the local area under WIA§128 & §133, unless the local area has reached an agreement with the Governor to bear such liability. [CFR§667.705]

##### II. Local Workforce Investment Needs

- A. Describe the key trends that are expected to shape the economic environment of the local area during the next five years. Include a discussion of local industries that are expanding and those that are declining. Identify area and/or community economic development needs. (See Appendix A) [State Planning Guidelines]
- B. Identify the current and projected employment opportunities in the local area. [WIA§118(b)(1)(B)]
- C. Identify the job skills necessary to obtain such employment opportunities. [WIA§118(b)(1)(C)]
- D. What is the makeup of the local labor force in terms of age, sex, ethnic grouping, education levels, and persons with disabilities? Discuss the socioeconomic conditions of the population in the local area to help identify those most in need of service. Describe any special needs of such groups as females, veterans, persons with disabilities, displaced homemakers, older workers, out-of-school youth, high school dropouts, migrant and seasonal farmworkers, and Native Americans. Identify sources for data analysis. [WIA§118(b)(1)(A)]

E. Existing Programs and Services

1. Describe the type and availability of adult and dislocated worker employment and training activities in the local area. Assess the degree to which these services meet the needs of local business and industry. [WIA§118(b)(4)]
2. Describe and assess the type and availability of youth activities in the local area, including an identification of successful providers of such activities, consistent with state policy. [WIA§118(b)(6), state policy]

III. Local Vision and Goals

- A. Describe the local area's broad strategic economic and workforce development goals within the framework of the vision and goals established by the Workforce Development Council and the State's vision for the One Stop system. (See Appendix B) [State Planning Guidance]
- B. Describe the local area's vision of how the WIA local workforce investment system will help attain these strategic goals. [State Planning Guidance]
- C. Describe any challenges to achieving the local vision.

## CHAPTER 2

### ONE STOP SYSTEM

- I. Identify the One Stop Operator(s) and describe the role of the Operator(s) within the local area. If there is more than one Operator, specify the site or sites for which each will be responsible. [WIA§121(d) & §134(c), CFR§662.400]
- II. Identify the process and any locally developed criteria used to select the Operator, consistent with state policy. If a consortium was selected as the Operator, attach a copy of the consortium agreement. [WIA§121(d), CFR§662.410-430, state policy]
- III. Identify the specific location of each Idaho Works Career Center in the local area. (At least one physical comprehensive Career Center must be located in each local area.) [WIA§134(c)(2), CFR§662.100(e)]
- IV. Identify the process for ensuring that each Career Center offers the minimum mix of programs and services required in the WIA and that affiliates offer services as specified in state policy. [WIA§121 & §134, state policy]
- V. Identify the organizations, and their locations, serving as local affiliate sites as defined in state policy. [WIA§134(c)(2), CFR§662.100(d-e), state policy]
- VI. Describe how the services provided by the federally mandated partners identified in WIA§ 121(b)(1) and any optional partners will be integrated into a seamless delivery system that moves customers through a continuum of services in the local One Stop delivery system. Describe how these programs will be coordinated to avoid duplication of labor exchange services. [WIA§112(b)(8)(A) & §121(b)(1-2) & 134(c), State Planning Guidelines]
- VII. Describe the process for negotiating Memoranda of Understanding (MOUs) with required and optional One Stop Partners. This may be a single or multiple agreements that describes participation in the comprehensive center and/or affiliate locations. Each MOU must comply with WIA§121(c)(2) and state policy and be included with the plan. If, at the time of plan submission, the local board and a One Stop partner have been unable to negotiate an agreement due to an impasse, include a description of the process that has been followed to resolve the impasse utilizing procedures contained in state One Stop policy guidance. [CFR§662.310, state policy]
- VIII. Describe how funds available under this grant will be used to leverage other federal, state and local resources to support the One Stop system. [WIA§112(b)(10)]

## CHAPTER 3

### TITLE I PROGRAM DESIGN

#### I. Adult and Dislocated Worker Services

##### A. Population to be served

1. Describe local strategies for meeting the needs of dislocated workers, displaced homemakers, low-income individuals such as migrant and seasonal farmworkers, public assistance recipients, women, minorities, individuals training for nontraditional employment, veterans, and individuals with multiple barriers to employment (including older workers, people with limited English speaking ability, and people with disabilities). [WIA§112(b)(17)(A)(iv)]
2. Describe the criteria that will be used to determine eligibility for intensive and training services, consistent with state policy. [CFR§663.220, state policy]
3. Priority for Low-Income Adults [WIA§134(d)(4)(E), CFR§663.600, state policy]
  - a. If the local area intends to waive the requirement to give priority to low-income adults because sufficient funds are available to serve all adults who can benefit from intensive and training services, please provide the local analysis, comparing customer need and resource availability, which demonstrates this.
  - b. Unless information is being provided that demonstrates that adult funds are not limited, describe the procedures that will be used to ensure that priority is given to low-income adults, in accordance with state policy.
4. Describe other policies, if any, regarding priority of service to other targeted groups, such as single parents, persons with disabilities, veterans, minorities, older workers, and local area residents.

##### B. Services and Activities

1. Identify local strategies for providing Title I core, intensive, and training services, including providers of these services.
2. Describe local policies for:
  - a. customized training. [CFR§663.715-720]

- b. needs-based payments, including amounts available and whether such payments will be allowed prior to the start of training. [WIA§134(e)(3), CFR§663.815-840]
  - c. financial assistance to participants for out-of-area job search and relocation services. [CFR§663.200]
  - d. follow-up services including the local definition for what constitutes a follow-up contact, required frequency, and length, if more than the 12-month minimum. [CFR§663.150(b)]
  - e. discretionary activities identified in WIA§134(e)(1).
3. Describe planned employer outreach and job development activities. [WIA§181(e), CFR§667.262(a)]

PLEASE NOTE THAT THE STATE IS CURRENTLY IN THE PROCESS OF DEVELOPING STATE-LEVEL POLICIES FOR ELIGIBLE TRAINING PROVIDERS (SECTION (C) BELOW) AND INDIVIDUAL TRAINING ACCOUNTS (SECTION (D) BELOW). THE STATE WILL WORK CLOSELY WITH LOCAL BOARD STAFF THROUGHOUT THIS PROCESS.

- C. Local List of Eligible Training Providers [WIA§122, CFR§663.510(d)&(e), state policy]
  1. Describe the process for:
    - a. accepting applications for initial and subsequent eligibility from training and apprenticeship providers;
    - b. carrying out the procedures prescribed by the State for determining initial eligibility;
    - c. carrying out the procedures prescribed by the State for determining subsequent eligibility;
    - d. compiling a local list of eligible providers, collecting the performance and cost information and any other required information relating to providers;
    - e. submitting the local list of approved training providers to the Idaho Department of Labor;
    - f. disseminating the State list through the local One Stop system; and,
    - g. consulting with the Idaho Department of Labor where the termination of an eligible provider is contemplated.
  2. Describe any additional performance and reporting requirements established by the local board.

- D. System for use of Individual Training Accounts [WIA§134(d)(4)(G)]
1. Describe local policies for the use of ITAs, including restrictions on amounts and duration. [CFR§663.420]
  2. Identify any exceptions or proposed waivers to the use of ITAs that will be used in the local area. Provide the appropriate justification for these exceptions in accordance with state policy. [WIA§134(d)(4)(G)(ii), CFR§663.430, state policy]
  3. Describe procedures for identifying occupations in economic sectors with high potential for sustained growth. [WIA§134(d)(4)(G)(iii)]
  4. Describe allowable ITA training costs. Identify whether ITAs will cover tuition, educational fees, books and other educational expenses. [CFR§663.420]
  5. Describe arrangements for ensuring non-duplication with Pell grants. [WIA§134(d)(4)(B), CFR§663.320(c)]
  6. Describe the ITA payment procedures including the process of disbursing and tracking WIA funds. [CFR§663.410]
- E. Identify planned transfers of funds, up to the 20% maximum, between the adult and dislocated worker funding streams. [WIA§133(b)(4)]
- F. Coordination with state-level rapid response activity

Describe how the local board will:

1. coordinate local workforce investment activities with the State's rapid response efforts including making WIA Title I resources available to support services for dislocated workers targeted by rapid response efforts. [WIA§118(b)(5)]
2. assist the State in promoting rapid response, early intervention services and Labor/Management Committees. [state policy]
3. assist in coordinating services with local economic development efforts and with appropriate local elected officials. [state policy]

## II. Youth Services

- A. Describe the local area's strategy for providing comprehensive services to youth, including any coordination with foster care, education, welfare, and other relevant resources. Explain how this strategy will prepare youth for post-secondary educational opportunities and transition to employment. [State Planning Guidelines, WIA§129(c)(1)(C), CFR§664.400(a)(3)&(b)]

B. Population To Be Served

1. Provide the local definition and documentation requirements for:
  - a. “an individual who requires additional assistance to complete an educational program or to secure and hold employment” [WIA§101(13), CFR§664.210]
  - b. “deficient in basic literacy skills” [WIA§101(13), CFR§664.205]
  - c. “other eligible youth who face serious barriers to employment”, as part of the 5% window [WIA§129(c)(5), CFR§664.220(h)]
2. Describe the local strategy for meeting the requirement to spend at least 30% of local WIA youth funds on out-of-school youth. What percentage of local youth funds will be targeted to out-of-school youth? [WIA§129(c)(4)(A)]

C. Services & Activities

1. Describe the local area’s process for providing income-eligible applicants with information on the full array of services available through the local board, providers found eligible by the board, or One Stop partners and for referral to appropriate education and training programs. [WIA§129(c)(3)(A), CFR§664.400(d)(1)]
2. Describe the local area’s mechanism to ensure that eligible applicants who cannot be served by a particular program will be referred for further assessment and to appropriate training and educational programs that have the capacity to serve them. [WIA§129(c)(3)(B), CFR§664.400(d)(2)]
3. Describe the local area’s assessment process that meets the requirements of WIA§129(c)(1)(A), and includes a review of the academic and occupational skill levels, as well as the service needs, of each youth. [WIA§129(c)(1)(A), CFR§664.400(a)(1)]
4. How will the ten required program elements identified in WIA§129(c)(2) be provided throughout the local area? Address each separately. [WIA§129(c)(2), CFR§664.400(b)&410]

D. Linkages

Describe the local area’s mechanism for complying with linkage requirements established in the State’s youth policy framework and with any other entities that foster the participation of eligible local area youth. [WIA§129(c)(7), CFR§664.400(c), state policy]

- E. What arrangements will the local board make to provide opportunities to individuals who have successfully participated in the program to volunteer assistance to participants in the form of mentoring, tutoring, and other activities? [WIA§129(c)(8)]

III. General Program Requirements (Issues common to all Title IB programs.)

- A. Describe plans made to ensure an orderly transition from JTPA to WIA, including arrangements made to ensure that participants enrolled on June 30, 2000 are allowed to complete their participation. [USDOL TEGL No.1-99]
- B. Describe local policies, including any locally established time limits, for delivery of work experience and/or internships in WIA Title IB programs. [CFR§663.200(b) & §664.460]
- C. On-the-Job Training [CFR§663.700-710 & §664.460]
  - 1. How will the length of OJT contracts be established?
  - 2. Describe the local policy for reimbursement of OJT wages (up to 50%).
  - 3. Describe the local policy stipulating the circumstances under which OJTs may be used for eligible employed workers.
  - 4. Describe the local policy for restricting the use of OJTs with employers who have received payments under previous contracts and who exhibit a pattern of failing to retain participants. [WIA§195(4)]
- D. Supportive services
  - 1. Describe how the provision of supportive services will be coordinated with other local resources provided by community organizations and One Stop system partners, including procedures for cross referral and how such services will be limited to circumstances in which other resources are not available. [WIA§134(e)(2), CFR§663.800-805 & §664.440]
  - 2. Describe any limits established by the local board regarding the provision of supportive services or policies to provide authority to the One Stop Operator or to youth providers to establish such limits, including maximum amount, maximum length of time, and procedures to grant exceptions. [CFR§663.810 & §664.440]
- E. For concurrently enrolled individuals, how will the local area ensure that services provided through the adult program are not duplicated with those provided under the youth program? [CFR§664.500]
- F. Describe local policy for making opportunities available to participants to participate in nontraditional training. [WIA§195(1), State Planning Guidelines]
- G. Describe any agreements with other areas to pay or share the cost of educating, training, or placing individuals participating in WIA programs. [WIA§195(3)]

## CHAPTER 4

### PERFORMANCE MANAGEMENT

- I. Performance Accountability
  - A. Identify the area's performance goals for the 17 WIA core measures for Program Years 2000, 2001, and 2002. More detailed definitions of performance measures are listed in Appendix C. [WIA§136 & §118(b)(3), 8/24/99 USDOL paper on Core Indicators of Performance, 8/16/99 Update on Performance Accountability]
  - B. Describe the local area's benchmarks for attainment of basic skills, work readiness skills and occupational skills in the youth program and identify the instruments to be used for these measures. [WIA§136(b)(2)(A)(ii), 8/24/99 USDOL paper on Core Indicators of Performance]
  - C. Describe how the local board will evaluate performance. What corrective action will the local board take if performance falls short of expectations? How will the local board use the review process to reinforce the strategic direction of the system? [WIA§117(d)(4), State Planning Guidelines]
- II. Continuous Improvement [WIA§118(b)(2)(A) & §136(a)&(e)(1), 8/8/99 USDOL Consultation Paper]
  - A. Describe how the local board will ensure continuous improvement of services through the One Stop system. How will the local board provide leadership for the continuous improvement effort?
  - B. What procedures, in addition to the WIA customer satisfaction core measures, will be used to obtain employer and participant feedback on services? What processes are in place to ensure customer feedback is utilized to improve service delivery?
  - C. Describe capacity building efforts designed to enhance the continuous improvement effort.
  - D. Describe how the local board will recognize and reward exemplary performance.

<b>TABLE 1</b>			
<b>LOCAL PERFORMANCE GOALS</b>			
Performance Measurement	PY2000	PY2001	PY2002
<u>Adult Programs</u>			
1. Entry into unsubsidized employment;	—	—	—
2. Retention in unsubsidized employment @ six months	—	—	—
3. Earnings @ six months	—	—	—
4. Attainment of a recognized credential relating to achievement of educational skills by participants who enter unsubsidized employment.	—	—	—
<u>Dislocated Worker Program</u>			
5. Entry into unsubsidized employment;	—	—	—
6. Retention @ six months	—	—	—
7. Earnings @ six months	—	—	—
8. Attainment of a recognized credential relating to achievement of educational skills or occupational skills by participants who enter unsubsidized employment.	—	—	—
<u>Older Youth (aged 19-21)</u>			
9. Entry into unsubsidized employment;	—	—	—
10. Retention @ six months	—	—	—
11. Earnings @ six months	—	—	—
12. Attainment of a recognized credential relating to achievement of educational skills by participants who enter unsubsidized employment or who enter postsecondary education, advanced training or unsubsidized employment.	—	—	—
<u>Younger Youth (aged 14-18)</u>			
13. Attainment of basic skills and, as appropriate, work readiness or occupational skills;	—	—	—
14. Attainment of secondary school diplomas and their recognized equivalents; and	—	—	—
15. Placement and retention in postsecondary education, advanced training, military service, employment, or qualified apprenticeships.	—	—	—
<u>Customer Satisfaction</u>			
16. Participant customer satisfaction	—	—	—
17. Employer customer satisfaction	—	—	—

## CHAPTER 5

### ADMINISTRATION

#### I. Procurement Process

- A. Provide a copy of the local area's procurement policy. [WIA§184(a)(2-3), CFR§667.200, 29CFR Parts 95 & 97]
- B. Describe any competitive process, consistent with state policy, used to select the entities below. Include a description of how potential bidders are made aware of the availability of funds. [WIA§118(b)(9)]
  - 1. One Stop Operators
  - 2. Providers of core and intensive services, if not the One Stop Operator
  - 3. Organizations selected as exceptions to ITA requirements, consistent with state policy
  - 4. Providers of youth services
- C. Identify criteria used to evaluate youth proposals, consistent with state policy. [WIA§112(b)(18)(B), state policy]

#### II. Administrative Systems

- A. Identify the OMB Circulars governing cost principles and uniform administrative requirements that will apply to the local board-staffing organization and to the fiscal agent (if different), pursuant to a determination by the organization's cognizant agency. [WIA§184(a)(2-3), CFR§667.200]
- B. Describe the local structure and procedures in place to administer the local workforce investment system, including the following: [WIA§181-195, CFR§667]
  - 1. Describe local administrative controls (including monitoring and management information system requirements), accounting, audit, and debt collection procedures, consistent with WIA§184, to ensure proper disbursement of, and accounting for, funds allocated to the local area under Title IB. [WIA§184]
  - 2. Describe the local system/procedures for grievances or complaints alleging violations of the requirements of this title from participants and other interested or affected parties. [WIA§181, CFR§667.600]

#### III. Equal Opportunity (EO) Requirements

Describe systems and processes established to ensure compliance with primary federal laws governing equal opportunity and nondiscrimination for staff and for program participants. [WIA§188]

IV. Public Review/Involvement Process

- A. Describe the local process for ensuring ongoing compliance with the Sunshine provisions described in WIA§117(e).
- B. Provide documentation that the public review requirements identified below and detailed in Appendix D have been met:
  - 1. Waiver of prohibition against local boards providing training services [WIA§117(f)(1)(B)(ii)]
  - 2. Designation of One Stop Operators through grandfathering and/or consortia [WIA§117(e), state policy]
  - 3. Exceptions to ITA requirements [WIA§134(d)(4)(G)(ii)]
  - 4. Local Workforce Investment Plan [WIA§118(c), CFR§661.345(b)]
- C. Include with your plan any comments received as a result of the public reviews described above and the local board's response to these comments. [WIA§117(f)(1)(b)(iii) & §118(c)(3), CFR§661.345(c)]

V. Waivers

If the local area is requesting waivers of any federal requirements, provide the information requested in WIA§189(I).

VI. Budget

Budget format is being developed and will be transmitted at a later date.

*Appendices*

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## *Appendix A*

### Labor Market Information Publications

Publication	Description	Frequency of Release
● <a href="#"><u>Affirmative Action Statistics</u></a>	The data in this publication represent the latest statistics for use in the development of employer affirmative action plans. Population, labor force estimates, and a summary of occupations are presented for each county and on a statewide basis by race and gender.	Annually
● <a href="#"><u>Basic Economic Data</u></a>	This publication presents monthly nonfarm wage & salary employment by industry. The data are tabulated on statewide, county, and Labor Market Area levels.	Annually
● <a href="#"><u>Covered Employment &amp; Wages in Idaho (250/251)</u></a>	This report provides the number of people employed that are covered by Unemployment Insurance law and the total wages for those workers. Employment and wages are tabulated at a one-digit SIC level by county.	Quarterly & Annual Summary
● <a href="#"><u>Distribution of Covered Workers in Idaho by Industry</u></a>	This report provides the number of workers covered by Unemployment Insurance law, tabulated by industry and summarized at a two-digit SIC level on a statewide basis only.	Annually
● <a href="#"><u>Distribution of Wages Paid to Covered Workers in Idaho by Industry</u></a>	This report provides the total wages of workers covered by Unemployment Insurance law in Idaho. The data are tabulated by industry and summarized at a two-digit SIC level on a statewide basis only.	Annually
● <b>Economic Profiles</b>	This consists of 24 separate publications. Each publication includes a geographic overview, population, an economic overview, labor force, nonfarm wage & salary employment, wages, major employers, per capita income, Job Service activity, and basic Unemployment Insurance information for the 24 Idaho Job Service areas. (Last updated October 1999)  These profiles can currently be obtained by calling 1-800-772-2553.	Annually (Updated October 1999)
● <b>Idaho Demographic Profile</b>	Information contained in this publication includes population and labor force projections, occupational data, and socioeconomic characteristics of Idaho residents.	Annually
● <a href="#"><u>Idaho Employment</u></a>	This newsletter contains monthly nonfarm wage & salary employment, labor force data, unemployment rates, economic indicators, economic trends, business	Monthly

developments, and more for the state and Labor Market Areas. Sections include: State Overview, Panhandle, Seaport, Treasure Valley, Magic Valley, Southeast, Northeast, and FYI (For Your Information).

- [Occupational Employment & Wages in Idaho](#) This publication provides the results of the annual Occupational Employment and Wage Survey, showing the number of employees in and wage ranges for over 800 occupations throughout the state. Annually
- **Labor Force in Idaho** Seasonally Adjusted and unadjusted civilian labor force, employment, unemployment, and unemployment rates for the state, Labor Market Areas, and all counties are included in this publication. Annually
- [Labor Force by County](#) This report presents seasonally adjusted and unadjusted civilian labor force, employment, unemployment, and unemployment rates for the state and all counties. Monthly
- [Occupational Employment Statistics](#) Occupational employment statistics, occupational projections, and industry projections are available upon request. Available Upon Request
- **Unemployment Insurance Financing and Benefit Costs** This publication details the structure, development, history, and current status of Idaho's unemployment insurance program for use in decision-making regarding benefit costs and benefit financing. Annually

## *Appendix B*

### ***WORKFORCE DEVELOPMENT COUNCIL Vision, Mission & Goals***

#### **VISION**

Idaho will deliver a highly trained, diverse workforce through partnerships among business, labor, education, and government. This integrated workforce development system will meet the productivity needs of a market-driven economy -- improving profitability, increasing global competitiveness, and enhancing Idaho's quality of life.

#### **MISSION**

The Governor's Workforce Development Council, understanding the unique needs of business, education, and labor, will develop policy and provide oversight for an integrated Idaho workforce development system, promoted and implemented within established constraints.

#### **GOALS**

##### **GOAL I      Assess the needs of business and industry to enhance economic development, based on market sensitivity.**

1. Develop and conduct a statewide assessment of training and employment needs of business and industry.
2. Develop a system for ongoing assessment and evaluation.

##### **GOAL II      Establish a comprehensive workforce development delivery system.**

1. Establish partnerships with business, agencies, and education in the development of a workforce system.
2. Promote a system with a comprehensive menu of quality information services.
  - Develop policy recommendations for a One Stop Career system.
  - Oversee implementation of the One Stop Career system.
3. Develop, recommend and support a substate governance structure.
  - Integrate planning, oversight and delivery systems at the state and local levels.
  - Approve initiatives, program plans and grant applications to ensure coordination and minimize duplication.
4. Develop and recommend performance and evaluation methods.
  - Support a system that regularly measures progress toward goals and determines customer satisfaction.

5. Support a coordinated marketing campaign for all users.
  - Develop and implement a statewide marketing/public awareness program.

**GOAL III Support a comprehensive educational system for all students K-16+ that includes rigorous school-based learning and relevant work-based learning.**

1. Promote access for all students to accurate and current information about careers, occupations, and available education and training programs.
  - Promote career information systems for common use throughout the state.
2. Expand opportunities and increase student participation in work-based learning.
  - Promote the development of a wide variety of work-based learning opportunities.
  - Encourage the educational system to recognize and support work-based learning.
  - Broaden the numbers of businesses providing work-based learning opportunities.

**GOAL IV Provide opportunities for and encourage life-long skill development for Idaho's current and transitional workers.**

1. Ensure access to employment and training services for diverse population groups.
  - Identify and eliminate barriers in the workforce development system.
  - Coordinate with representatives of minority populations to identify their needs.
  - Promote English language training to better prepare limited English speaking Idahoans for the workplace.
2. Facilitate transitions to or within the workforce.
  - Encourage businesses to partner with local instructional providers to offer training for current employees.
  - Support welfare reform efforts.
  - Encourage Idahoans in their efforts to attain economic independence and self-sufficiency.
3. Promote and recognize the interdependence of and need for balance between work and family life.
  - Support community services and employment practices that enable applicants to enter the workforce and continue providing quality family life.
4. Promote use of the Workforce Development Training Fund to deliver customized training for new employees, and upgrade training for current workers who are at risk of being permanently laid off.

**GOAL V To advance issues related to Idaho's Workforce Development system by providing recommendations and progress reports to the Governor, State Board of Education and policy makers.**

## ONE STOP CAREER CENTER SYSTEM

### VISION

The One Stop Career Center network will revolutionize the systems that support the American labor market. All customers – employers, job seekers and students – will have access to streamlined, state-of-the-art, user-friendly employment, education, and training information and services. The One Stop system will be customer driven, highly integrated, offer superior customer service and result in exceptional customer satisfaction and return on investment of public funds.

#### *One Stop Career Center - Guiding Principles*

Customers, whether students, job seekers or employers, will be regarded as capable and motivated to achieve success in the labor market.

We will put our customers first, measuring our success by satisfaction of the customer and value added for the customer.

Collaboration and consensus among partners will guide the truly successful One Stop system.

Partners are committed to the concepts of universal access, customer choice, program quality and accountability, and integration of services to meet customer demands.

Multiple federal, state and local programs will be integrated to create a seamless system for the customers.

Our efforts are guided by full participation of stakeholders and customers, fact-based decision-making, customer satisfaction as a key measure of accountability and delivering what we promise.

#### *One Stop Career Center System - Goals*

All customers, including those with special needs and barriers to employment, will have access to a core set of services designed to assist in managing career and labor market decisions.

Customer choice will be increased via:

- access to information and services in at least one full-service One Stop Career Center in each region, at multiple off-site locations including kiosks, service provider, education provider, and access points that are convenient to the customer;
- access to information on quality of education, training and One Stop performance;
- access to customer-friendly career information and new local labor market information;
- access to registration, referral and job order filing;
- access to regional service directories with information on education, training and support services, including child care; and,
- development of automated systems designed to perform eligibility screens for a wide variety of employment, training and financial aid services.

Customer satisfaction will be increased by:

- collecting and including customer preference in program design and measuring their satisfaction;
- expanding access to staff knowledgeable about the labor market and a range of service options;
- increasing access to a broader range of job openings, a larger pool of job applicants and an improved system for matching the two;
- eliminating duplicate collection of information among multiple service providers and providing access to a seamless service system; and,
- increasing staff time available for intensive services for those who need them through the use of automation and self-access for those who prefer this option.

Program quality will be improved through:

- greater availability and use of labor market information;
- greater availability and wider distribution of program outcome information; and,
- expanded use of quality and program improvement processes throughout the system.

Programs will be integrated through:

- greater integration of program planning processes at the state and local levels for School-to-Work, Work-to-Work and Welfare-to-Work programs;
- integration of data and information systems; and,
- expanded colocation of partners.

## ***Appendix C***

### ***WIA Performance Measures***

#### **Adult Program**

1. Entry into unsubsidized employment
2. Retention in unsubsidized employment six months after entry into employment
3. Earnings received in unsubsidized employment six months after entry into employment
4. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment

#### **Dislocated Worker Program**

5. Entry into unsubsidized employment
6. Retention in unsubsidized employment six months after entry into employment
7. Earnings received in unsubsidized employment six months after entry into employment
8. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment

#### **Youth Program**

##### *Older Youth (aged 19-21)*

9. Entry into unsubsidized employment
10. Retention in unsubsidized employment six months after entry into employment
11. Earnings received in unsubsidized employment six months after entry into employment
12. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment or who enter postsecondary education, advanced training or unsubsidized employment

##### *Younger Youth (aged 14-18)*

13. Attainment of basic skills and, as appropriate, work readiness or occupational skills
14. Attainment of secondary school diplomas and their recognized equivalents
15. Placement and retention in postsecondary education, advanced training, military service, employment, or qualified apprenticeships

#### **Customer Satisfaction**

16. Participant customer satisfaction
17. Employer customer satisfaction



## *Appendix E*

### *Required Attachments to local WIA Plans*

1. Signature Page
2. Current membership lists for local Idaho Works Board and Youth Council
3. Idaho Works Board and Youth Council Bylaws
4. Agreement among local elected officials demonstrating acceptance of the joint liability of individual jurisdictions for repayment of disallowed costs identified in audits or other reviews
5. Consortia agreements used in the designation of One Stop Operators
6. Memoranda of Understanding between local board and One Stop partners
7. Analysis demonstrating that sufficient funds exist to serve all adults if the local area is proposing to waive the requirement to give priority to low-income adults
8. Procurement policy
9. Documentation of public review processes

**IDAHO WORKFORCE INVESTMENT ACT AND WAGNER PEYSER PERFORMANCE MEASURES**

**PERFORMANCE GOALS FOR PY 2007 AND PY 2008**

	<b>PY 07</b>	<b>PY 08</b>
<b>WIA Adult Programs</b>		
1. Entered Employment Rate	87%	87%
2. Retention Rate	85%	85%
3. Average 6 Month Earnings	\$9,500	\$9,500
<b>WIA Dislocated Worker Program</b>		
4. Entered Employment Rate	91%	91%
5. Retention Rate	93%	93%
6. Average 6 Month Earnings	\$13,000	\$13,000
<b>WIA Youth</b>		
7. Placement in Employment or Education	70%	70%
8. Youth Attainment of a Degree or Certificate	50%	50%
9. Literacy and Numeracy Gains	30%	30%
<b>Wagner Peyser</b>		
1. Entered Employment Rate	72%	72%
2. Retention Rate	82%	82%
3. Average 6 Month Earnings	\$10,600	\$10,600

## *Memorandum of Understanding*

Purchase of goods and services under the Workforce Investment Act (WIA) will comply with Uniform Administrative Requirements applicable the nature of the organization expending WIA funds. Units of state and local government will comply with OMB Circular A102, codified at 29CFR Part 97.

In order to meet these requirements, and in accordance with the general WIA procurement policies approved by the Governor (Attachment A), IDOL, as the State WIA Administrative Entity, proposes the following:

- . State agencies expending WIA funds will follow policies and procedures established by the Department of Administration for all purchase of professional services and all other administrative purchases.
- . When purchasing program services, state agencies expending WIA funds will be exempt from the specific procedural requirements of the Department of Administration, but will ensure compliance with all requirements contained in A102 as reflected in Attachment B and summarized below:
  - formal bidding for purchase of program services exceeding \$25,000;
  - maximum open and free competition;
  - maintenance of a bidders' list;
  - public notification of fund availability;
  - minimum of 30 days between issuance of RFP and submission deadline;
  - procedures that afford all applicants equal opportunity to be considered for funding;
  - objective selection of successful bidder, according to predetermined criteria and process, to be included in Requests-For-Proposals;
  - appeal procedures regarding selection of successful bidders, to be included in Requests-for-Proposals;
  - avoidance of any conflict of interest in selecting providers;
  - inclusion in RFP of applicable laws and regulations, and State policies or provision of these to potential applicants at a bidder's conference or upon request.

Noncompetitive practices

Use of noncompetitive practices will follow requirements established in OMB Circular A-102, except as follows.

- ( ) State agencies will be allowed to purchase goods and services from other state agencies without competition.
- ( ) Funds may be passed through from the State to local Idaho Works Boards without competition in accordance with established formulae to meet purposes specified in the Workforce Investment Act.
- ( ) Funds may be passed through from the State to local Idaho Works Boards without competition to provide additional assistance for dislocated workers to local areas that experience disasters, mass layoffs or plant closings, or other events that precipitate substantial increases in the number of unemployed individuals.

A Procurement Guide reflecting these requirements will be developed and maintained by IDOL and provided to other state agencies purchasing WIA program services

Signed:

\_\_\_\_\_  
Director, Idaho Department of Labor

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Director, Idaho Department of Administration  
(or Administrator, Division of Purchasing

\_\_\_\_\_  
DATE

Attachments (2)

**Attachment A**

**TRANSMITTAL**

**MEMORANDUM**

**September 21, 1999**

**TO: Workforce Development Council**

**FROM: Roger B. Madsen, Director**

**SUBJECT: Procurement Issues under WIA**

**ACTION REQUESTED:** Approval of proposed procurement policies for purchase of goods and services under the Workforce Investment Act

**BACKGROUND:**

WIA federal regulations require that state and local governments and other entities comply with federal Uniform Administrative Requirements applicable to their organizations in administration of WIA activities. For state and local government, this is OMB Circular A102; for private nonprofits, hospitals, educational institutions, commercial organizations and others, OMB Circular A110 applies. Among the required administrative systems is procurement of goods and services under WIA.

Overall, both sets of regulations provide for full and open competition for purchase of WIA goods and services, with limited opportunities for making purchases through noncompetitive mechanisms. They require written procurement procedures that include identification of all technical requirements and factors that will be used to evaluate bids. They also require contract awards to be made on the basis of a bidder's demonstrated ability to perform activities and results specified by the funding organization. Both sets of regulations recognize the four standard purchasing methods---small purchases, sealed bids, competitive proposals, and noncompetitive (or sole source) procedures.

States are generally bound to the State's procedures used for purchases made with non-federal funds. Other governmental entities are directed to use their own procurement policies as long as they reflect applicable State and local laws and regulations and those contained in WIA. While procurement procedures for nonprofit and commercial organizations are established in regulations specific to their organizations, these entities are also subject to State requirements if they are operating a federal program for the State.

One of the procurement options --- procurement by small purchase methods---warrants special attention. "Small purchases" are those relatively simple and informal procurement methods used for securing goods and services that do not cost more than the "simplified acquisition threshold" established in U.S. Code. Although this threshold is set in U.S. Code at \$100,000, this amount is set in the context of much larger funding scenarios than is the case in Idaho. The Idaho Division of Purchasing limits this level to \$25,000 for state agencies; for purchases over that amount one of the more formal methods of procurement must be used. Staff believe that limiting informal purchasing to \$25,000 reflects sound and prudent business practice, given the WIA funding levels within the State, and should be a common threshold for all entities expending WIA funds.

Further research reveals that a number of other provisions that reflecting sound business practice are not addressed in detail in the regulations governing nonprofit and commercial organizations.

- Governmental entities are required to obtain price or rate quotations from "an adequate number of qualified sources" for purchases under the simplified acquisition threshold; nonprofit and commercial organizations are not.
- While regulations governing governmental entities require that all procurement files document the basis for selecting procurement method, successful bidder(s), and price, regulations for nonprofit and commercial organizations only require this for purchases over the simplified acquisition threshold.
- Nonprofit and commercial organizations are only required to authorize access to contract documents for appropriate governmental officials for purchases over the simplified acquisition threshold.
- Regulations specify the terms under which noncompetitive practices may be used for governmental entities but these are not addressed for nonprofit and commercial organizations.

Staff believe that these requirements are fundamental to sound accountability principles for expenditure of public monies in general and should be requirements for purchases by all entities under WIA. It would, however, be appropriate to exempt "very small" purchases, such as office supplies and materials from these requirements.

**Staff Recommendation:**

That the Council recommend the following procurement policy for purchases of goods and services under WIA:

In addition to the requirements established in the Uniform Administrative Requirements applicable to the organizations purchasing goods and services under WIA, found in OMB Circulars A102, A110, and WIA regulations, the following will apply:

1. The “simplified acquisition threshold”, over which formal bidding is required, will be \$25,000 for all entities utilizing WIA funds.
2. When small purchase procedures are used by an entity purchasing WIA goods and services over \$1500, price or rate quotations shall be obtained from an adequate number of qualified sources.
3. Procurement records for purchases of WIA goods and services over \$1500 shall include, at a minimum:
  - (a) the rationale for the method of procurement (including justification for any noncompetitive practices) and contract type;
  - (b) basis for contractor selection; and,
  - (c) basis for contract price.
1. All negotiated contracts awarded by recipients and subrecipients shall provide that the funding organization, USDOL, the U.S. Comptroller General of the United States, or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the contractor which are directly pertinent to the program for purpose of making audits, examinations, excerpts, and transcriptions.
2. Procurement by noncompetitive methods may be used only when the award of a contract is infeasible under small purchase procedures, sealed bids, or competitive proposals and one or more of the following circumstances applies:
  - (d) The item is available only from a single source;
  - (e) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
  - (f) The awarding agency authorizes noncompetitive proposals;  
or
  - (g) After solicitation of a number of sources, competition is determined inadequate.

**Attachment B**

<p><b>PROCUREMENT REQUIREMENTS FOR STATE AND LOCAL GOVERNMENT</b></p>	<p><b>REQUIREMENTS FOR EDUCATIONAL INSTITUTIONS, HOSPITALS AND OTHER PRIVATE NONPROFITS (PNPs)</b></p>
<p>(a) State must use same policies and procedures it uses for procurements from its non-federal funds; every contract/purchase order must contain all federally-required clauses. Other grantees and subgrantees use (b) through (i)</p> <p>(b) Procurement Standards</p> <ul style="list-style-type: none"> <li>0. Grantees and subgrantees are to use their own procurement procedures which reflect applicable State and local laws, provided they comply with federal requirements:</li> <li>0. Requires Contract Administration system that ensures that contractors perform in accordance with contractual terms</li> <li>0. Requires Code of Conduct</li> <li>0. Consolidation of procurements to avoid duplication or purchase of unnecessary items; Analysis of lease vs. purchase alternatives req.</li> <li>0. Intergovernmental agreements to procure common goods</li> <li>0. Use surplus property first</li> </ul>	<p>Section 95.1 states that no additional procurement standards or requirements shall be imposed by USDOL unless required by federal statute, but that PNPs that implement federal programs for states are subject to State requirements in addition to the requirements in these regulations.</p> <p>Requires contract administration system to ensure contractor conformance with terms of contracts and to ensure adequate and timely followup on all purchases. Recipients shall followup on all contracts and document contractor performance</p> <p>Requires code of conduct</p> <p>Recipients shall avoid purchasing unnecessary items.</p> <p>Requires analysis of lease vs. purchase options</p>

<p>8. Use value engineering on construction projects</p> <p>9. Awards to be made to responsible bidder who can demonstrate ability to do the work, taking into account contractor integrity, compliance with public policy, record of past performance, and financial and technical resources</p> <p>10. Maintain sufficient records to detail history of a procurement: rationale for procurement method, selection of contract type, contractor selection and basis for price</p> <p>11. Limited use of “time and materials” contracts</p> <p>12. Grantees and subgrantees are responsible for resolving contractual and administrative issues arising out procurements -- -proposal evaluations, protests, disputes, and claims</p> <p>13. Must have protest/appeal procedures; establishes limits of federal involvement in disputes to violation of federal law/procurement requirements, violation of the grantee/subgrantees</p> <p>(c) Competition –</p> <p>2. Must ensure full and open competition. Examples of restriction of competition – placing unreasonable requirements on bidders, requiring unnecessary experience, noncompetitive pricing practices, noncompetitive awards to individuals on retainer contracts, organizational conflicts of interests,</p>	<p>Contracts shall be made with responsible contractors who possess ability to perform successfully under the terms of the contract, giving consideration to contractor integrity, record of past performance, financial and technical resources or accessibility to other necessary resources</p> <p>Procurement records and files for purchases <u>in excess of small purchase thresholds</u> shall include, at a minimum</p> <ul style="list-style-type: none"> <li>Basis for selection</li> <li>Justification for sole source</li> <li>Basis for award price or cost</li> </ul> <p>Recipients are responsible for disputes, claims, protests, source evaluation problems; matters concerning violations of statute are to be referred to federal state or local authorities that have jurisdiction.</p> <p>Matters concerning violation of statute are to be referred to such federal, state, or local authority as may have proper jurisdiction.</p> <p>Competition-</p> <p>Requires full and open competition, to the extent practicable. Requires recipients to be alert to organizational conflicts of interest and noncompetitive practices that restrict trade. Contractors that develop or draft specifications, requirements, statements of work, IFBs, &amp; RFPs shall be excluded from competing for such</p>
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<p>specifying brand names, any arbitrary actions</p> <ol style="list-style-type: none"><li>1. No administratively imposed local geographic preferences</li> <li>1. Must have written selection procedures for procurement transactions, ensuring:<ol style="list-style-type: none"><li>(iii) incorporation of all technical requirements for item being procured, including any applicable standards</li><li>(iii) identification of all evaluation factors and other requirements that bidders must fulfill</li></ol></li> <li>7. Requires use of bidders' lists</li></ol>	<p>procurements.</p> <p>Recipients must establish written procurement procedures.</p> <p>Solicitations must provide for the following</p> <ul style="list-style-type: none"><li>Clear and accurate description of technical requirements for material, product or service to be procured. Shall not contain features that unduly restrict competition.</li> <li>All Requirements that the bidder must fulfill and all other factors to be used in evaluating bids</li> <li>Description of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or acceptable standards</li> <li>The specific features of "brand name or equal" descriptions that bidders are required to meet, if such items are used</li> <li>Acceptance of products dimensioned in the metric system.</li> <li>Preference for products that conserve energy</li></ul>
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<p>(d)Methods of procurement</p> <p>3. <i>Small purchase methods</i> – up to \$100,000; Requires quotes from “an adequate number of qualified sources”</p> <p>3. <i>Sealed bids</i> (formal advertising)– usually used when selection will be based principally on low bid; requires public advertisement, use of IFB public opening; firm fixed price contract award; any or all bids may be rejected with a sound documented reason</p> <p>3. <i>Competitive proposals</i> – solicitation when specification are not as specific as in sealed bids, requires:</p> <ul style="list-style-type: none"> <li>(i) public advertising of RFPs, identification of all evaluative criteria and their relative importance</li> <li>(ii) solicitation from an adequate of sources</li> <li>(iii) established method for evaluating proposals and selecting awardees</li> <li>(iv) awards to be made to the bidder whose proposal is most advantageous to the program</li> </ul> <p>3. <i>sole source contracting</i> (noncompetitive proposals) – to be used only when the award of a contract is infeasible under #1-3 above and one of the following apply:</p> <ul style="list-style-type: none"> <li>( ) item only available from one source</li> <li>( ) public emergency exists</li> <li>( ) awarding agency authorizes sole source contracting</li> <li>( ) after solicitation, competition is determined inadequate</li> </ul> <p>requires cost analysis and may require pre-approval from awarding agency</p>	<p>There is no requirement that PNPs obtain bids from qualified sources for amounts below the small purchase threshold.</p> <p>Type of procuring instrument – fixed price contracts, cost reimbursable contracts, purchase orders, and incentive contracts – shall be determined by recipient, but shall be appropriate for the particular procurement and in the best interests of the recipient.</p> <p>(No specific discussion of these procurement methods in 29CFR95, although reference is made to the small purchase threshold set in 41USC, which is \$100,000 – though 29CFR95 identifies the 41USC limit as \$25,000. Reference is also made in 29CFR95 to “sealed bids”, also not defined; in looking at this in 41USC, it appears that sealed bids and competitive proposals are all substantially similar in most contexts.)</p> <p>Awards shall be made to the responsible bidder whose bid is most advantageous to the recipient, based on price, quality and other factors set forth.</p>
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<p>41USC allows grantees to reject any and all offers if it is in the best interest of the grantee to do so, although this language is not in 29CFR97.</p> <p>(d) Requires that grantees and subgrantees take affirmative steps to ensure that small, women- and minority owned businesses and “large surplus area firms” have an opportunity to submit proposals, including:</p> <ul style="list-style-type: none"> <li>( ) Inclusion on bidders’ lists</li> <li>( ) Ensuring these firms are solicited whenever they are potential sources</li> <li>( ) Dividing total requirements into smaller tasks to maximize participation by these firms</li> <li>( ) Establishing delivery schedules that encourage participation by these firms</li> <li>( ) Using SBA &amp; Minority Business Dev. Agency of Dept. of Commerce</li> <li>( ) Requiring prime contractor to take affirmative steps to use these firms for subcontracts</li> </ul> <p>(d) Cost and price analyses are required – independent cost estimates are required before receiving bids; cost analyses are required when price competition is lacking and for sole source procurements, unless price can be established based on published catalog price; profit is negotiated separately, “cost plus a %age of cost” is not allowable</p>	<p>Any or all bids may be rejected when it is in the recipient’s interest to do so.</p> <p>Requires that recipients make positive efforts to use small businesses, minority-owned firms, and women’s business</p> <ul style="list-style-type: none"> <li>Must ensure that these firms are used to the fullest extent practicable</li> <li>Make information on forthcoming opportunities available and arrange timeframes for purchases to encourage participation by these firms</li> <li>Consider in the contracting process whether contractors intend to subcontract using these firms</li> <li>Encouraging contracting with consortia of these firms</li> <li>Use SBA and the Minority Business Dev. Agency of the Dept. of Commerce and USDOL’s Small Bs. and Minority Affairs in the solicitation and utilization of these firms</li> </ul> <p>Some form of cost or price analysis shall be made and documented in procurement files in connection with every procurement action</p>
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<p>(d) Awarding agency review –</p> <ol style="list-style-type: none"> <li>1. must make technical specs available to awarding agency under certain conditions</li> <li>2. must make procurement documents available for review by awarding agency             <ol style="list-style-type: none"> <li>(ii) if grantee’s procurement requirements are not certifiable,</li> <li>(iii) the procurement is expected to exceed the small purchase threshold and is to be awarded without competition or after only one bid is received;</li> <li>(iv) the procurement exceeds small purchase threshold and uses a brand name requirement,</li> <li>(v) the procurement exceeds the small purchase threshold and is awarded to other than low bidder under a sealed bid procurement;</li> <li>(vi) a contract mod increases a contract amount by more than the small purchase threshold</li> </ol> </li> <li>3. Grantee or subgrant is exempt from pre-award review if the awarding agency determines that its procurement systems comply with federal requirements.             <ol style="list-style-type: none"> <li>(ii) Grantee or subgrantee may request that its procurement system be reviewed by the awarding agency</li> <li>(iii) Grantee or subgrantee can self-certify its system; subject to later review, through written assurances</li> </ol> </li> </ol> <p>(e) Bonding requirements – there are a series of these (constr/)</p>	<p>USDOL (or awarding agency?) review –</p> <p>Must make procurements documents available for review by (USDOL/awarding agency?) when</p> <p>Recipients procurements or operation fails to comply with procurements standards in regulations</p> <p><u>Procurement will exceed small purchase threshold</u> and is to be awarded without competition or after only one bid is received</p> <p><u>Procurement will exceed small purchase threshold</u> and specified brand name</p> <p>Award is <u>over small purchase threshold</u> and is to be awarded to other than low bidder under a sealed bid</p> <p>A proposed contract modification changes the scope of a contract or increases the contract amount by <u>more than small purchase threshold amount</u></p> <p>Bonding requirements – there are a series of these</p>
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	<p>\$100,000. Each tier must certify to the tier above that it has not and will not use any federally appropriated funds to pay any person or organization for influencing officers or employees of any agency, members of Congress, employees of Congress in connection with the obtaining of any federal contract, grant or any other award and must disclose any non-federally funded lobbying that takes place in connection with obtaining any federal award.</p> <p>Debarment and Suspension requirements</p>
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# WIA COMPLAINT PROCEDURES TECHNICAL ASSISTANCE GUIDE

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## WIA COMPLAINT PROCEDURES

### Introduction

The appropriate complaint resolution process to be followed depends on the nature of the complaint. Complaints fall into two categories: 1) program complaints involving the proper application of the Workforce Investment Act (WIA) and its regulations and policies on the statewide level, and 2) discrimination complaints.

A complaint may be amended prior to a scheduled hearing or withdrawn at any time. To the extent practical, information that could lead to the identification of the person filing the complaint must be kept confidential. The identity of any person who furnishes information relating to, or assisting in, an investigation shall be kept confidential to the extent possible. No entity receiving financial assistance under the Act may discharge, intimidate, retaliate, threaten, coerce, or discriminate against any person because such person has filed a complaint, opposed a prohibited practice, furnished information, assisted or participated in any manner in an investigation or hearing.

### ***A. PROGRAM COMPLAINTS AGAINST WIA PROGRAMS AND POLICIES***

**Who may file:** Applicants, participants, service providers, recipients and other interested parties, may file a complaint alleging a non-criminal violation of WIA policies, activities or agreements.

**Time and place for filing:** Program complaints must be filed with the WIA Service Provider or the State Administrative Entity within 180 days from the date of the event or condition that is alleged to be a violation of WIA.

#### **Procedure To Be Followed:**

**Step 1 - Initial Review.** Written complaints will be taken by the Service Provider or State Administrative Entity from the complainant or the complainant's designated representative. All complaints will be logged.

If the complaint alleges a violation of any statute, regulation, policy, or program that is not part of WIA, the complaint will be referred to the appropriate organization. Notice of the referral will be sent to the complainant.

If the complaint is retained, a complaint file should be established that contains: 1) all application and enrollment forms, if appropriate, 2) the written complaint statement and form, 3) chronological log of events, 4) relevant correspondence, and 5) a record of any resolution attempted.

**Step 2 - Informal Resolution.** An attempt should be made to informally resolve the complaint to the satisfaction of all parties. This informal resolution process must be completed within 10 days from the date the complaint was filed. If all parties are satisfied, the complaint is considered resolved and the terms and conditions of the resolution must be documented in the complaint file.

**Step 3 - Formal Resolution.** When no informal resolution is possible, the Service Provider will forward the complaint together with a copy of the complaint file to the State Administrative Entity who will review the complaint file, conduct a further investigation if necessary, and issue a Determination within 20 days from the date the complaint was filed. If further review of the Determination is not requested, the complaint is considered resolved and the complaint file should be documented accordingly.

Any party dissatisfied with the Determination may request a hearing within 10 days of the date of the Determination. The State Administrative Entity will schedule the hearing and forward the program complaint to the hearing officer for resolution. The State Administrative Entity will monitor the processing of the complaint.

**Step 4 - Hearing.** The hearing officer will schedule a formal hearing by written notice, mailed to all interested parties at least 7 days prior to the hearing. The notice will include the date, time, and place of the hearing. The hearing must be conducted within 45 days from the date the complaint was filed. Parties may present witnesses and documentary evidence, and question others who present evidence and witnesses. Parties may be represented by an attorney or another designated representative, and may request that records and documents be produced. All testimony will be taken under oath or affirmation. The hearing will be recorded. The hearing officer's recommended resolution will include a summary of factual evidence given during the hearing and the conclusions upon which the recommendation is based.

**Step 5 - Final Decision.** The State Administrative Entity will review the recommendation of the hearing officer and will issue a Final Decision within 60 days from the date the complaint was filed.

## ***B. DISCRIMINATION COMPLAINTS***

**Who may file:** Any person who believes that either he or she, or any specific class of individuals, has been or is being subjected to discrimination prohibited by WIA or its implementing regulations may file a written complaint, either by him/herself or through an authorized representative.

Discrimination prohibited by WIA includes discrimination on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, discrimination on the basis of either citizenship or status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I financially assisted program or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits

discrimination on the basis of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities; The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

**Time and place for filing:** Discrimination complaints must be filed within 180 days of the alleged discrimination. However, a complainant may petition the Director of the Civil Rights Center for an extension of the filing time.

Discrimination complaints shall be filed with the State Administrative Entity, Service Provider, One-Stop Operator, directly with the Equal Opportunity Officer, Idaho Department of Commerce and Labor, 317 W. Main Street, Boise, Idaho 83735 or with the Director of the Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Ave. NW, Room N-4123, Washington D.C. 20210. All complaints shall be promptly forwarded to the State Equal Opportunity Officer.

**Time limit for completing complaint processing procedures:** The discrimination complaint processing procedures must be completed and a written Notice of Final Action issued within 90 days from the date the complaint was filed.

**Procedure To Be Followed:**

**Step 1: Initial Review of Written Complaints.** Written complaints will be taken by the State Administrative Entity, Service Provider, or One-Stop Operator from the complainant or the complainant's designated representative. A written complaint must include: 1) the complainant's name and address; 2) the identity of the individual or entity that the complainant alleges is responsible for the discrimination; 3) a description of the complainant's allegations in enough detail to allow an initial determination of jurisdiction, timeliness and the apparent merit of the complaint; and 4) the complainant's signature or the signature of the complainant's authorized representative.

***Record keeping.*** All complaints must be logged. The log must include: 1) the name and address of the complainant, 2) the basis for the complaint, 3) a description of the complaint, 4) the disposition and date of disposition of the complaint, and any other pertinent information. Information that could lead to the identification of the person filing the complaint must be kept confidential.

***Jurisdiction of the discrimination complaint must be determined.*** In order to have jurisdiction to process the discrimination complaint: 1) the respondent against whom the complaint was filed must be a WIA recipient, 2) the complaint must allege a basis for discrimination that is prohibited by WIA, and 3) the complaint must be filed within 180 days of the alleged discrimination.

***Notice of Lack of Jurisdiction.*** If a determination is made that there is no jurisdiction to process the complaint, a Notice of Lack of Jurisdiction must be sent to the claimant that includes the reason for the determination and notice that the complainant has the right to file a complaint

directly with the Civil Rights Center within 30 days from receipt of the Notice of Lack of Jurisdiction.

***Joint Jurisdiction.*** Where the complaint alleges discrimination by a WIA Recipient, or Service Provider on a basis that is prohibited by both WIA and by a civil rights law independently enforced by that WIA Recipient or Service Provider, the complaint must be referred to that WIA Recipient or Service Provider for processing under their procedures. For example, WIA prohibits discrimination on the basis of national origin. If a discrimination complaint on the basis of national origin is made against a WIA Recipient or Service Provider and they are also prohibited under their own regulations from discriminating on the basis of national origin, then the complaint will be referred to them for processing according to their own regulations. Notice must be sent to the complainant about the referral.

***Sole Jurisdiction.*** Where the complaint alleges discrimination by a WIA Recipient or Service Provider on a basis that is prohibited by WIA and is not covered by a civil rights law independently enforced by that WIA Recipient or Service Provider (e.g. religion, political affiliation or belief, citizenship or participation in WIA Title I), the complaint must be processed by that WIA recipient or Service Provider under these procedures.

When it is determined that WIA has sole jurisdiction over the discrimination complaint, the complaint will be referred to the Equal Opportunity (EO) Officer of the Idaho Department of Commerce and Labor

**Step 2: Formal Resolution.** The EO Officer must send written notice to the complainant stating that the complaint has been received. The notice must list the issues raised in the complaint and state for each issue whether it has been accepted for investigation or rejected and the reason for its rejection. The Notice must advise that the complainant has the right to be represented by an attorney or another person of the complainant's choice. The Notice must also give the complainant the right to choose between (A) an alternative dispute resolution (ADR) process or (B) a hearing.

***A. The ADR Process.*** If the party filing the complaint requests to use the ADR process for resolving the complaint, the EO Officer will request a mediator and monitor the processing of the complaint. The mediator will schedule mediation by written notice, mailed to all interested parties at least 7 days prior to the first mediation session. The notice will include the date, time, and place of the mediation. The mediation process must be concluded within 45 days from the date the complaint was filed.

The complaint is considered resolved when all parties to the complaint enter into a written agreement resolving the issues raised in the complaint. The written agreement must give notice that if the terms of the agreement are breached, the non-breaching party may file a complaint with CRC within 30 days of the date the non-breaching party learns of the breach.

If the parties do not reach an agreement, the EO Officer will forward the complaint to a hearing officer for a hearing.

**B. The Hearing Process.** If the party filing the complaint requests a hearing to resolve the complaint, or if the ADR process fails to result in an agreement, the EO Officer will forward the complaint to the hearing officer and monitor the processing of the complaint. The hearing officer will schedule a formal hearing by written notice, mailed to all interested parties at least 7 days prior to the hearing. The notice will include the date, time, and place of the hearing. The hearing must be conducted within 60 days from the date the complaint was filed. Parties may present witnesses and documentary evidence, and question others who present evidence and witnesses. Parties may be represented by an attorney or other designated representative, and may request that records and documents be produced. All testimony will be taken under oath or affirmation. The hearing will be recorded. The hearing officer's recommended resolution will include a summary of factual evidence given during the hearing and the conclusions upon which the recommendation is based. The hearing officer's recommended resolution must be completed and sent to the State EO Officer within 75 days from the date the discrimination complaint was filed.

**Step 3: Notice of Final Action.** Idaho Department of Commerce and Labor will review the recommendation of the hearing officer and will issue a Notice of Final Action within 90 days from the date the discrimination complaint was filed.

The Notice of Final Action must contain: 1) Idaho Department of Commerce and Labor's decision on each issue and the reasons for the decision, 2) a description of the way the parties resolved the issue, and 3) notice that the complainant has the right to file an appeal with CRC within 30 days from the date the Notice Final Action is issued if dissatisfied with Idaho Department of Commerce and Labor's final action on the complaint.

### ***C. WIA COMPLAINT FORM AND INSTRUCTIONS (WIA-43):***

The WIA Complaint Form (WIA-43) is used at the State Administrative Entity or Service Provider level as a complaint intake tool.

Informal resolution prior to the taking of a written complaint is encouraged, but the potential complainant should be encouraged to complete a WIA Form 43 if he or she is not satisfied with attempts at resolution.

At the time a written complaint is taken, the complainant should be allowed sufficient time and technical assistance by the staff member to allow for a complete and clear written explanation to occur. In the event a complainant is unable to write, the WIA representative may transcribe his or her words onto the form. Care must be taken not to alter the language of the complainant.

### **Instructions for Completing the Complaint Form:**

1. Completion of the WIA-43 begins with the complainant listing his/her name, address, city, state, zip code, and telephone number in the upper left block of the form. To the immediate right of this first block the complainant should list the name, address, city, state, zip code, and telephone

number of the person/entity against whom the complaint is being filed. Immediately to the right of this block the complainant should select the category that best describes the nature of the complaint.

2. The next portion of the WIA-43 to be completed is the complaint itself, which is written as a statement of events by the complainant. He or she should be as specific as possible in terms of when, where, how, and by whom the act or omission occurred. If additional space is needed, pages may be attached to the complaint form. In addition, any documentation felt necessary by the complainant should be attached to the form. The last portion of the statement block asks the complainant to describe an acceptable resolution.

3. The complainant must sign and date the form on the bottom of the front page, and list his/her Social Security number. If the complainant is unable to sign his or her name, the mark "X" may be used, and must be witnessed by two individuals attesting to the complainant's identity.

4. The WIA representative accepting the complaint should explain the resolution procedure and its timelines to the complainant.

5. The resolution requested by the complainant should be explored by the WIA representative, and must be documented in the top block on the second page of the WIA-43, with the WIA representative's signature and date being entered at the bottom of this block. If a resolution other than that described by the complainant is negotiated, the WIA representative should contact the complainant and offer him/her the option of considering this proposal.

6. If acceptable resolution is reached, the block marked "Resolved" must be checked, and the nature of resolution must be described in the second block on the reverse side of the WIA-43. The complainant must sign and date the described resolution to attest to its acceptability. Again, complainants unable to sign this document may make the mark "X", which will then be witnessed as described in number 3 above.

7. If acceptable resolution is not reached, the "Not Resolved" block on the lower reverse portion of the form must be checked, and a "Date Forwarded" entered. The WIA representative must make a photocopy of the complaint form and any attachments, and forward the original with attachments to the address shown on the bottom of the reverse side of the Form 43.

8. The WIA representative is strongly encouraged to contact his/her Grants Management Officer and immediate supervisor to provide basic information about the complaint. The Grants Management Officer will contact the EO Officer to ensure that proper coordination takes place.

WIA CORE SERVICES TABLE Attachment 2	WIA Adults	Dislocated Workers	WIA Youth	Job Corps <sup>1</sup>	WIA Native American <sup>1</sup>	WIA MSFW	Wagner Pevsner	U.I.	Economic & Community Dev. <sup>2</sup>	ABE	Vocational Rehabilitation	V.R. Blind	V.R. Client Assistance <sup>3</sup>	SCSEP	Carl Perkins <sup>4</sup>	Veterans DVOP/LYER	TAA NAFTA	CSBG E&T	HUDE&T <sup>1</sup>	TAFI <sup>5</sup>	Food Stamps E&T <sup>5</sup>
1. Eligibility for WIA – Title I	X	X	X			X								X							
2. Outreach, intake, orientation	X	X	X			X	X			X	X	X		X		X	X	X		X	X
3. Initial Assessment	X	X	X			X				X	X	X		X		X					
4. Job Search and Placement	X	X	X				X				X	X		X		X					
5. Provision of Employment Statistics (Job Vacancies, job skills, occupations in demand)							X				X	X									
6. Program Performance information																					
➤ Title I eligible providers	X	X																			
➤ WIA Youth			X																		
➤ ABE eligible providers										X											
➤ Carl Perkins (ps/do)															X						
➤ Vocational Rehabilitation											X	X									
7. Area and OS performance	X	X	X																		
8. Supportive Service Info	X	X	X			X								X		X					
9. Filing UI Claims (info)								X													
10. Assistance in establishing eligibility for financial aid	X	X	X											X							
11. Title I Client follow-up	X	X	X											X							

<sup>1</sup> Local Program Only – Five autonomous Native American Grantees will independently negotiate services with the WDC. Others do not have statewide presence.

<sup>2</sup> Information and assistance at all locations, specialized support centralized; referral to community resources

<sup>3</sup> Local Program Only with offices in Boise, Pocatello, Moscow

<sup>4</sup> Carl Perkins generally does not operate programs; therefore, core services apply only if local entity provides a program for non-traditional training or to target groups.

<sup>5</sup> TANF and Food Stamps Employment and training are voluntary One Stop Partners.

WIA CORE SERVICES METHODOLOGIES TABLE Attachment 3 Delivery Considerations	WIA Adults	Dislocated Workers	WIA Youth	Job Corps	WIA Native American <sup>1</sup>	WIA MSFW	Wagner Peysner <sup>2,3</sup>	U.I.	Economic & Comm. Dev.	ABE	Vocational Rehabilitation	V.R. Blind	V.R. Client Assistance <sup>4</sup>	SCSEP	Carl Perkins	Veterans DYOP/LYER	TAA NAFTA	CSBG E&T	HUD E&T <sup>1</sup>	TAFI	Food Stamps E&T	
1 Population Served																						
Universal	X						X			X												
Restricted		X	X			X		X			X	X		X	X	X	X	X		X	X	
2. Preferred Delivery Process(es) – Minimum offered																						
Technology (Idaho Works, phone, video) and/or printed – Unassisted at the center	X	X	X			X	X	X	X	X	X	X			X	X	X	X		X	X	
Cross-Training of staff									X	X												
By Appointment or Itinerant						X	X		X	X	X	X		X		X	X					
Co-location – Part time							X		X	X				X				X				
Co-location – Full time	X	X	X				X		X	X				X								
Cost Reimburse Center Partners	X	X	X							X				X								
3. Limitations																						
Services may be performed only by agency staff						X	X	X			X	X				X	X			X	X	

## STATE 15% SET-ASIDE PLANS

WIA Title IB funds reserved for state level activities will be used to support the following:

- Rapid response activities for dislocated workers;
- Disseminating:
  - The State list of eligible providers of training services (including those providing non-traditional training services) for adults and dislocated workers;
  - Information identifying eligible providers of on-the-job training and customized training;
  - Performance and program cost information about these providers; and
  - A list of eligible providers of youth activities;
- Conducting evaluations of adults, dislocated workers and youth activities, to establish and promote methods for continuously improving such activities to achieve high-level performance within, and high-level outcomes from, the Statewide workforce investment system;
- Providing incentive grants to local areas for regional cooperation among local boards, for local coordination of activities carried out under WIA; and for exemplary performance by local areas on the performance measures;
- Providing technical assistance to local areas that fail to meet local performance measures;
- Assisting in the establishment and operation of One Stop delivery systems;
- Providing additional assistance to local areas that have high concentrations of eligible youth; and
- Operating a fiscal and management accountability information system.

Specifically, PY 2007/8 funds (estimated budgets) will be used to support the following activities and services:

### Rapid Response

The full 25% will be reserved for use in Rapid Response activities. Approximately \$200,000 per year will be used for direct Rapid Response activities with the remaining funds distributed to areas demonstrating a need for funds. Of the \$200,000, a portion will be made available for supporting a contract with AFL-CIO to aid in rapid response with dislocated workers.

### Reserve for Eligible Provider List

The State will use funding as needed to explore the use of Unemployment Insurance and other administrative records to facilitate the verification of outcome data from eligible training providers and to explore alternative data sources to ease the burden on the providers of collecting and reporting this information. Because this has been a shared cost among agencies, no amount is specified.

### Incentive Grants

\$100,000 will be set aside to incent the special Region VI Area for participation in the Idaho Workforce Consortium. Additional incentive funds for performance will not be awarded.

### Assisting in the Operation of the One Stop System

The state will make available 10% of the new state funds each year to assist in the operation of the One Stop system. These funds will be directed towards improvements in the WIA MIS, partially as a result of common measures and continued changes in reporting.

### Areas with High Concentrations of Eligible Youth

The State will budget \$100,000 to support programs in areas with high concentrations of eligible youth (those in poverty experiencing other barriers). Half of these funds will be divided among those regions whose poverty rates for youth exceed the state average, based on the most recent data available, and the other half will be shared equally among those regions that will (a) experience allocation reductions in the current year and (b) expend at least 80% of their prior year fund availability.

### Capacity Building and Technical Assistance

The State is reserving \$25,000 to be used to finance consultants, training conferences or other activities to build the capacity of the workforce investment system under WIA. Local areas will be polled to determine their specific needs for training and assistance and will be included in decisions about the specific use of these funds.

### Fiscal and Program Management

The State is reserving approximately \$1.1 million to pay for the costs of state administration and program functions and to support the costs of the shared state-local systems including the statewide MIS and FMIS systems, monitoring, data validation and support to the Workforce Development Council.

## **Optional activities**

Assuming that sufficient funding is available to fund the activities identified above and that future funding remains fairly consistent, additional support may be made for the optional activities described below in the order of preference:

### Older Worker Assistance

A grant will be made available to the Idaho Commission on Aging to provide continued support through technical assistance to the system to ensure that the needs of older workers are addressed in the One Stop Delivery System. Approximately \$29,000 will be made available for this purpose.

### Labor Market Information

An additional \$100,000 has been set aside annually to contribute to the costs of Regional Labor Economists and to support investments in software that improve workforce information at the state and local levels. Other sources of funds supporting this activity include Wagner-Peyser and the Workforce Information Grant.

### Marketing

\$20,000 will be set aside to provide for updating and/or replacing the *IdahoWorks* website to improve information available to system customers and or to provide new printed materials for customer information and outreach.

### Additional Support for Rainy Day Fund, Dislocated Workers and High Growth Projects

Because of the continuing steep drop in funds, the State will set aside funds, not to exceed \$200,000, in a “rainy day” account to avoid a steep reduction in funds in PY’08. This will allow the State to reduce staffing and other costs while minimizing significant impacts on program quality. Any carry-in funds not already committed above or set aside for the rainy day fund will be reserved to supplement local funds or direct resources for additional high growth projects if the Council determines that has a priority for funding.